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SCHOOL JOURNAL,

AND

FAMILY VISITOR:

Devoted to the Educational Interests of Vermont.

A. E. LEAVENWORTH A. M., }
HIRAM ORCUTT, A. M., } EDITORS AND PROPRIETORS.

Volume Third.

WEST BRATTLEBORO'.

PUBLISHED UNDER THE SANCTION OF THE VERMONT STATE TEACHERS' ASSOCIATION.

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VERMONT

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HOME

As a source of educational influence, cannot be over estimated. It is the home of our childhood. If there is any thing sacred in memory, any thing dear to the human heart, that has felt its inspiring influence, any thing that baffles eulogy, it is the genius of home. If there is any thing that stirs up the deep fountains of the soul and holds its willing victim spell-bound and silent, it is the melody of "Sweet Home."

It must follow, therefore, that a healthful home influence has an untold power for good in the formation of character. Such was the Puritan home of New England. We know of no model that compares with it. No matter how homely and uncomfortable that cabin which was the home of the Puritan family—it was their earthly paradise. Its rough walls shielded them from the northern blasts, its blazing fire upon the sacred hearth-stone shed upon them its genial light and heat. This family was a circle unbroken by discord. Harmony and confidence robed in purity, dwelt there. Parental and filial affection shed over them their genial influence from day to day and year to year. In the Puritan family each member occupied the place assigned by Heaven. The father at the head was revered and obeyed as counsellor and judge, yet loved as parent and friend. The mother "opened her mouth in wisdom and in her tongue was the law of kindness." In counsel and discipline, the father and

mother always harmonized. In efficient moulding influence the mother was undoubtedly the superior, and the more so, because she acted in her own sphere, and faithfully discharged her own peculiar duties. Said John Quincy Adams, "for what I am and for what I have done, I am chiefly indebted to my mother." Yet, we all know that the mother of John Quincy Adams was the wife of the venerable president of the United States in the perilous times of our country's history, and he not only ruled the nation, but in his own household.

The children in the Puritan family were in subjection. They revered and honored those whom God had placed over them. It is said of the children of the distinguished Dr. Edwards, that they were accustomed to rise as a mark of respect, when the father entered the room. Happy, indeed, is such a family and happy the influence that is brought to bear upon the forming mind, in the midst of such relations. And we would not forget that there, too, was found the old family Bible. There stood the family altar, erected not to an "unknown God," but to the God that made the Heavens and the earth. There worship was no unmeaning ceremony, but the homage of grateful and humble hearts.

The chief sources of beneficial family influence, are two, viz: supreme authority maintained by the parents, and the power of correct principles and good example. It was thought to be indispensable in the Puritan family that the *parent* rule and the *child* obey. Else would not the pupil rise up in rebellion against the master? Would not the citizen refuse obedience to the laws of the land? Would not the immortal, accountable being trifle with the authority of Heaven? The Puritan father and mother believed what we believe, that no greater calamity can befal the child than to be left to grow up unrestrained by proper authority. Hence, obedience must be secured at any necessary expense—by mildness or severity, by the power of love, or the *evangelical* rod. To these artless

interpreters the instructions of Solomon were no metaphor. They believed sincerely, that "The rod and reproof give wisdom;" that "foolishness is bound up in the heart of a child, but the rod of correction shall draw it from him," and that "He that spareth the rod *hateth* his son." Believing this, their works corresponded to their faith. Hence, the efficiency of family discipline. No one will question the power of correct principles and good example, in moulding the mind and heart. The child is apt to read character and quick to imitate the good or bad that developes itself in the conduct of the parent. He may not understand his principles, but he will catch the moral sentiments that flow from them. He may not be able to distinguish between the old and new schools of philosophy and divinity, but he will know whether the life is consistent with the great ideal of purity and love. And when the gems of truth are set on the golden tablets of parental hearts and are made to glitter and shine amid the glowing affections, a heavenly radience falls upon the family circle, and tender hearts yield to its subduing influence. In such a family and under such discipline and example, the happiest results are realized. Children are fitted for the school, for usefulness in society and for the service of a better life. Who would not say, then, that the richest legacy ever bequeathed to a child on earth, is a father's pious instructions and a mother's prayers.

And what a fearful responsibility rests upon parents in the great work of education. How alarming the fact that multitudes of the present generation are growing up without restraint, and under the influence of profane and ungodly example. And these must become pupils in our schools, and citizens in our community, and must bear the impress of their education upon the brow of immortality.

O.

The true teacher never tires—never grows old.

PUBLIC vs. PRIVATE SCHOOLS.

III.

In our first article we stated quite at large the reasons which may be urged in favor of private schools. We did this because we wished they should make as large a show as possible. The argument, as there set forth, is like a pocket telescope with all its tubes extended for the sake of getting the full power of the glass. Let us see if these several divisions cannot be shut up one within another, and so the whole thing made portable, if not pocketable.

Eleven reasons were assigned why private schools should be preferred; but, on examination, it will be seen that Nos. 1, 2, 4 and 11, (all referring to morals, religion or manners) may easily be reduced to one head. So Nos. 5, 6, 8 and 9, (all referring to progress in learning) have so very close connection with each other that they can best be treated together. The eleven heads being thus reduced to five, we will see what can be done with them.

And first, in respect to the social, moral and religious advantages claimed for the private over the public schools, we are exceedingly incredulous; nay, we are inclined to deny them altogether. We do not deny that some public schools are inferior to some private schools, but that the good public school, the model public school, is inferior to the private school. We know very well that the class of children who attend the public school is not always so select, nor is their dress so elegant, nor their language and manners so exceptionable, as of the pupils of the private schools; but we are of opinion, nevertheless, that when the balance is struck in each, the preponderance of good influence will be found to be decidedly on the side of the institutions supported by the State.

But are not the numerous and stringent rules laid down in private schools admirably suited to the training of young people?

No, we think not. We are of opinion that their num-

ber and strictness is but a temptation to the wanton transgression of them. The poor child is so hemmed in by regulations that they constantly annoy him. He knows that the thing forbidden is not wrong in itself, and cannot be convinced that the doing of it will work him any injury. He knows that the prohibition is purely arbitrary, and against a rule, for which there is no reason, his free young spirit rebels. The "thou shalt not" is a temptation to do just the thing interdicted, and so the rules are broken, *just for the sake of breaking them.*

The influence of these multiplied rules is very well illustrated in a letter we have just received from a boarding school miss, in which, after sundry confessions, she says: "Very proper conduct you will think this for young ladies, but we *have* to do something once in a while that isn't *just so.* We *must let off*, occasionally." And who blames them if they do?

Besides, the young mind must have a perpetual consciousness of these arbitrary rules, in order to avoid breaking them. It can at no time be left free to act out itself, and, as a consequence, its true, spontaneous development is, not seldom, sadly checked. It grows, not like a tree left to send out its branches in obedience to the sun and wind and its own principle of life, but like a tree in some fantastic garden, dwarfed and pruned into a griffin or a pyramid. Girls especially, are often haunted with a sense of *propriety*, which not only turns their thoughts too much upon themselves, making them intensely self-conscious, thoughtful of things about which they need not think at all, but converts them into those unnatural and eminently disagreeable characters known as *young* ladies, very uncomfortable themselves, and very likely to make other people so.

Now, if any where "that government is best which governs least," it is best in the school room. The scholar's *self-respect is to be trusted, in order that it may be culti.*

ated. He may be given to understand that his own conscience and good sense are to be his guides in all things which concern manners and morals. His judgment in these matters may be presumed to be the same with that of the rest of the school, with that of the teacher, with that of the community. A certain manliness (womanliness) of character is generated and fostered in this way, which cannot be induced by specific rules and penalties. You will have a natural and genuine character, spontaneously right, instead of an artificial and composite character, working by rule, and so needing still and always to be consciously guided by rules. The *unconsciously* noble character is the ONLY noble character. The constant introspection and oversight of self induced by these superfluous rules is almost certain to induce a morbid and unhealthy tone, both mental and *moral*. "Wo be unto him who creates a crime?" Yet this is done when things perfectly harmless and proper are stringently forbidden. The youthful conscience, being needlessly burdened, and afraid to regard as right that which it yet knows is *wrong only by enactment*, is exposed to severe temptations which might well be spared it. Its sense of right and wrong is tampered with, and it will be a miracle if that "conscience" be not thereby "defiled."

What we have said above applies to both classes of schools, but more especially to those conducted by individuals. We are confident that the degree of freedom usually enjoyed at the Common and High Schools is better than the unintermitting oversight of Private Seminaries, which leaves no single quarter of a waking hour free from rules and duties. The young conscience is taught to stand alone, to act for itself, (yet not without stimulus and guidance, where these are needed) and learns by constant exercise how to make its way independently and without bladders—as all must at last—through the inevitable sea of worldly temptation.

DUTIES OF SCHOOL DISTRICTS TOWARDS THEIR TEACHERS.—No. 5.

There should be a deep and permanent interest in the school on the part of the parents and friends, and even the daily routine of scholastic exercise should possess sufficient interest to insure their frequent presence in the school room. There is, perhaps, no motive so powerful to excite diligence in study, as the consciousness of acting under the eye of a parent, and the laudable desire of parental approval. When the school room is visited often by the parent, the pupil feels that the duties of the school are *important*, and his own estimate of their value will be in exact proportion to the interest manifested by his parents. But alas! how little of this interest is ever exhibited? How many teachers are left to toil on through the term, oppressed by the cares which none but a teacher can understand, without a single visit to their schools, and with scarcely a word of encouragement or sympathy to cheer them in their labors. The prudent husband and indulgent father, while he attends personally to the *bodily* wants of his children, with perfect self-complacency commits to other hands the care of their *minds*, and congratulates himself upon having discharged his duty, when he has filled out a prescription for a certain number of text books, and "got them started off to school." He visits his barns daily, to ascertain if his horses and cattle are properly cared for; he carefully scrutinizes the conduct of those in his employ, to satisfy himself that they are faithful to the duties assigned them; but seldom, if ever, does he visit the school room where his children are receiving impressions as lasting as life, to learn for himself the character of those impressions, or to ascertain if the person he employs to cultivate the *minds* of his *children*, is doing his duty. If he engages a man to labor on his farm, he is careful to know that the man is competent to do the work he wishes done, and is ready to give him a fair equivalent

for his services, but is quite willing to take the talents and attainments of a teacher upon trust provided he will submit to be beaten down in his price, and thus a few dollars be secured to a rich and populous district, which have been wrung from the just compensation of a single individual. Teachers should be *liberally paid* for their services. Such pecuniary inducements should be offered and such a standard of qualification required as will encourage them to make teaching a profession, a *life business*, to qualify themselves for it in every respect, and to pursue it with an ardor and enthusiasm not to be dampened by the prospect of being thrown out of employment every few weeks, or months at most. The idea of *permanence* in our public schools seems to be little thought of, certainly seldom carried into practice. And yet the fluctuating character of our schools, caused by the incessant change of teachers, as the prejudice of school committees or the caprice of interested friends may dictate, is an evil of fearful magnitude. Look at its practical results for a moment. A teacher commences a school, a stranger alike to the children and to the parents. He succeeds by diligence and faithfulness in awakening interest and even enthusiasm in his pupils. In a few weeks, while his pupils are making rapid progress and acquiring correct habits of study and of thought, while every day of the school is worth three days of its commencement and he is going forward in the full tide of success—just when the pupils have learned his ways and he their dispositions so as best to adapt themselves to each other, he finds himself at the end of the term. Could he now be with them the next term he would be able to commence just where he leaves off, and no time would be lost or thrown away in the reorganization of the school under a new teacher. But, no. His reputation as a teacher will not save him. His prosperous and successful school will not save him. A regard for the best interests of the district will not save him. He closes his school and another individual, brought forward perhaps by in-

terested friends, takes his place. The first half of the term is consumed in acquiring a knowledge of the capacities and dispositions of the pupils, initiating them into new methods, going through the same elementary principles progressively, and bringing them up to where they were at the close of the previous term. And mark well—this time is thrown away and the money it cost is needlessly and culpably squandered. Permanence in the school, secured by the permanent employment of a *good* teacher and the payment of a liberal price for his services, should be the leading idea of every citizen, for be it remembered that every man has a direct personal interest in the instruction of the rising generation, whether he will or no. Take a single illustration of the value of permanent teaching. In a certain town in this State, under the act of 1841, authorizing contiguous districts to unite for the purpose of sustaining a Union High School, several contiguous districts so united. In one of these districts a teacher has been employed for seven consecutive years without any change, and although it embraces within its limits only about one-fifth of the pupils in the Union districts, yet during this seven years it has furnished two-thirds of the candidates for the High School within the limits of the Union. Now, why is this? It is not because the teachers in other districts have not been equally competent, and for the time equally successful. It is not because the children in other districts are inferior in capacity to the children in this district. Nor is it because the proprietors in other districts take no interest in their schools. It is due simply to the fact that the people in this district have learned by experience the value of retaining a *good* teacher *permanently*, and have wisely determined to profit by the lesson. And the results which this policy has developed, have probably done more to awaken in the community in which this school is located a conviction of its absolute necessity and a desire for permanent teaching in their own districts than all other causes

combined. And until this shifting, vacillating policy of changing teachers two or three times a year shall be abandoned, and the better principle of employing professional teachers permanently shall become the general practice, we need never expect to arrive at that high standard of excellence in our schools which every enlightened and philanthropic mind must earnestly desire, and which our present wholesome laws are so well calculated to develop. C. A. C.

EARNESTNESS AN ELEMENT OF SUCCESS.

A distinguished writer who has enjoyed favorable opportunities for observation, remarks that "the great difference between men is *energy*, invincible determination, an honest purpose once fixed and then death or victory. That quality will do any thing that can be done in the world; and no talent, no circumstances, no opportunity, will make a two-legged creature a *man* without it."

This remark reveals one of the most important characteristics of the true teacher. Enthusiasm (God in us) is indispensable to success in the management and instruction of a school. Its influence is felt at all times and every where. It speaks out in every expression, word and action, of every day life. As is the master in this respect, so is the school. *Indolence* is contagious, so is *zeal*. The one leaves the school in idleness and disorder, the other electrifies, and inspires to earnest and successful effort.

Enthusiasm in the teacher gives the school room the busy aspect of the work-shop or the bee-hive, where industry and order reign. The "glow of labor" described by Virgil, is well illustrated in such a school. The minds of the pupils, roused and warmed by the presiding spirit of the teacher, are bent and wrought and shaped like the steel when it feels the flame of the blacksmith's forge.

Without this animating principle, the school is dull and

in confusion—a mere formality, with little interest or profit, either to parents or pupils. Let no one attempt to inspire others with the love of knowledge and the labor necessary to secure mental discipline, who is not himself inspired. O.

THE TEACHER'S WORK.

It is great and important beyond all human conception. The results of his toil are not at once apparent, yet they are real and important. The world looks for immediate results and too often measures the importance of the work by its productiveness in dollars and cents. In the great factory they hear the sound of money in the noisy water-wheel, they see it in the rich goods that pass to the market. But the results of the teacher's labors are never seen in connection with himself; hence, it is often inferred that they are comparatively unimportant.

The noisy factory turns out products that enrich the capitalist, but how soon may these riches pass away and be forgotten. The neat little school-house, with its unassuming, efficient teacher, turns out *men* who must move the machinery of society—produce or quell revolutions, free or enslave the country, and perform deeds of heroic virtue. Here are formed the *poet*, the *sage*, and the *orator*. The one to charm the world by his numbers, another to enlighten it by his wisdom, and the last to sway the multitudes as the winds bend with resistless force the stately trees of the forest. Such is your influence, fellow teacher, and such the importance of your work. You toil on holy ground—it is yours to wake up the slumbering fires of genius. And

> "Perhaps in this neglected spot is found
> Some heart now pregnant with celestial fire,
> Hands that the rod of empire may yet sway,
> Or wake to ecstacy the living lyre."

Remember your high calling. To be a true teacher, in the best sense of that word, is to stand in the highest and

best place that God has ordained for man. To form a human soul to virtue and to enrich it with knowledge, is an office inferior only to creating power. Toil on! fellow teacher, faithfully, earnestly and perseveringly. Your work is vast and your responsibility great, but you shall not lose your reward. O.

TEACH THE CHILDREN TO SING.

The wisest of all the heathen nations, the ancient Greeks, made a point of teaching their children music; because, they said, it taught them, not to be self-willed and fanciful, but to see the beauty of order, the usefulness of rules, the divineness of laws.

The importance of teaching music, especially vocal music, to children, can scarcely be over estimated. Its value as a means of government in the nursery, its soothing power over the wayward and fretful child, every mother well knows; and every teacher should know, practically and experimentally, its power to allay excitement and subdue evil passions in school. Under its influence anger subsides, ill-will vanishes, and the spirit of revenge softens to forbearance and then to pity, and love takes the place of malice and hatred. Introduce vocal music into a turbulent school, and it will prove like oil on troubled waters. Let it be introduced and persevered in, and very soon elements of harmony will appear where discord and ill-nature previously prevailed.

Teach a child to sing "I'll away, I'll away," etc., and he will need no rod to drive him, or commands to force him to school. If a child does not at once discern "the beauty of order, the usefulness of rules, the divineness of laws," the sure and certain outwork of the influence of music upon the mind is tune and time—promptness and efficiency—life and energy.

Then, by all means, teach the children to sing. At the

fireside, in the schools and every where,

Let the young voice
Strike a sweet note of praise,
Or blend with music's charm
Thoughts fresh and warm
As childhood's days.
Sing with the early bird
At morn its sweetest lay,
And carol through the day
Its thoughts unheard.
O let the children sing—
And hasten thus the hour
When music's Heavenly power
Eden shall bring,
And Heaven again, with angel's voice,
In peace on earth, with man rejoice.

M.

ELEMENTARY STUDIES.

Whatever care and thought may have been spent upon the selection of the studies pursued in our schools, it is still an open question whether we have, in every instance, the results of the wisest possible choice, and whether certain advantageous changes are not readily practicable. Without presuming to dogmatize or to bestow censure, it may not be wholly idle to seize a few floating thoughts bearing upon this subject, and to endeavor to reduce them to an intelligible form. At least it may afford an opportunity for the removal of groundless fears and for the correction of false impressions.

The opinion—or at least the impression—seems to be an increasing one, that the course of study pursued in our schools, especially in the lower grades, is not, in every respect, the best that can be devised, and that improvements are not only possible but immediately and eminently desirable. It seems difficult, for those who observe and reflect, to shun this conviction. There are what appear to be manifest indications of existing defects—of mistakes in the choice of subjects, or of methods, or both. The permanent acquisitions of pupils, in either intellectual power or the knowledge of facts, do not seem to correspond to

the amount of time spent in study. No one pretends to deny that the branches pursued are valuable and important. Nor will any one contend that they are made at all too familiar to the mind of the pupil. The fault is rather of a different kind. We too frequently find the attainments of the pupil, after years of study in some particular branch, below what we have reason to expect. For instance, it is no uncommon thing to find pupils at the age of fifteen and upwards unable to answer very common questions in geography. And yet these same pupils may have had daily recitations on the subject during, perhaps, five out of the ten years of their school attendance. In the intermediate school and in the junior classes of the grammar school, they probably recited with great fluency the lessons from the text-book, drew maps with neatness and facility, and won golden opinions at the quarterly examinations. The apparent fact that so large a portion of their attainments has evaporated, in the space of a couple of years, so as to be of but little practical value, suggests either a wrong mode of pursuing the study, or a premature pursuit of it by the pupil. The question arises—Are the minds of our pupils sufficiently mature for the intelligible pursuit of this study at the age when they are usually required to engage in it? Are not the ideas which they gain of the earth, *the matter-of-fact world* in which we have our abiding place, to a very great extent inadequate and erroneous? Have they not been learning the names of crooked lines on paper, as likely, in their misconception, to run up hill as down, instead of rivers which carry the water of the mountain shower and the protracted rain storm through the lowest level of the valleys into the ocean? And have they not been mistaking irregular triangles and squares and trapezoids of red, green, blue and yellow, for continents, and small circles of varying size for cities, towns and villages? And may not these misconceptions prove an embarrassment, at a later period, in the acquirement of correct conceptions? May it not, in many cases, cost as

much to unlearn what is false as it would to acquire what is true, *de novo?* If these things receive an affirmative answer, the inference follows that there has been a mistake, and that such portions of the subject as lie behind the comprehension of the pupil should be deferred until his mind becomes more mature. Were the facts which he has once learned, to remain permanently stored in his memory so as to be easily recalled, it might somewhat weaken the force of this inference, notwithstanding the difficulty he would find in separating them from his own misconceptions. But in numerous instances the recollection of three-fourths of the facts themselves will have been lost before they become fixed in the mind by rational reflection, while numerous misconceptions continue to hover like shadows over the general subject, or to shine like ignes fatui—now here, now there—only to bewilder and mislead. A portion of the facts of geography can be both learned and *understood* by young pupils. Should not these be carefully selected and arranged for their acquisition, and the remainder of the subject be reserved for a period of increased intelligence and ability?

The subject of arithmetic, as at present pursued in our schools, has not now for the first time fallen uuder suspicion. Nor can we wonder,—while the majority of our pupils from the age of six or seven, or even younger, to that of twelve or fifteen, are engaged in its pursuit as constantly as the schools are in session,—that the question arises whether this long period of application to a single branch of study is judiciously employed. No other branch of study, if we except reading and spelling, is allowed to absorb so large an amount of time as this. This can be warranted only upon the assumption of its greater relative importance, or of the inherent difficulties in the way of its mastery. But waiving the consideration of its comparative practical value, either as a means of mental discipline or as a preparation for the duties of active life, and granting that its importance is as great as its most zeal-

ous advocates claim for it, the question still remains—Is so large an amount of time required for its mastery? We confess, that, when we have seen two pupils of nearly equal capacity—one of whom at the age of ten was barely acquainted with the processes of adding, substracting, multiplying and dividing simple numbers, and the other at the same age equipped with the results of five years previous study—evincing at the age of twelve about equal ability in comprehending the conditions of a problem and about equal facility in its solution, we have found it difficult to divest ourselves of impressions of time not wisely employed. And when we have seen pupils at the age of seven or eight exhibit remarkable power in the rapid combination of numbers, and go through the demonstration of such questions as—Four sixths of fifteen is what part of five eighths of sixty four?—one of the easy questions—with the precision of clock work, and yet, at the age of twelve, sadly puzzled in finding the amount of a note the back of which was burdened by a few indorsements, the question has protruded itself with some pertinacity, whether what on the former occasion *seemed* so much like the work of a machine, was utterly a delusion after all. If an intelligent pupil can obtain as efficient a mathematical discipline between the ages of ten and thirteen as most of our pupils gain between five and the latter age—and we incline to the belief that this is approximately true—we need no further evidence that much time is spent upon this subject that could with much greater advantage be bestowed upon others.

It is not necessary here to extend our consideration to other branches of study. If the course pursued in our primary and intermediate schools involves the mistakes at which we have hinted, there arise two important questions which demand an answer. First, in what consist the existing defects? and second, how can they be obviated? To the first of these an answer is suggested by what has been said above. It is that the studies pursued are not

adapted to the capacity and development of the pupils when they are required to engage in their pursuit. An attempt is made to bring into premature exercise the power of abstraction, or to employ it upon subjects involving obscurity and error, and to employ the reasoning powers in explaining the "why and wherefore," when nature intended that the mind should be employed chiefly in the acquisition of facts. Pupils are required to reflect and to exercise judgment when it was the design of nature that they should observe and imitate.

And this suggests an answer in regard to the appropriate remedy. It must consist, chiefly, in *teaching children things—not reasons*; in leading them to observe and imitate; in directing their attention to the concrete rather than the abstract, and in giving them a knowledge of facts instead of requiring them to master theories. During the period in which it is the design of nature that children shall acquire knowledge mainly through the senses, let the senses be addressed, as far as practicable, by presenting such objects as will give correct impressions, and carefully withholding whatever is likely to mislead the mind or introduce into it erroneous ideas. Even a child, when looking, for instance, upon a landscape, apprehends what is true. A hill is nothing else than a hill, a mountain is a mountain, a river is a river, and a city or village is just what it appears to be. But what impression does a child usually obtain from a map of these same objects? Does it, in general, even approximate the truth? It was but the other day that an intelligent pupil of sixteen declared that she could not divest herself of the impression that the water flows *upward* in passing from lake Erie into lake Ontario, although she was aware of the impossibility. The illusion derived from the map, in previous years, could not be effectually dispelled. And we fancy that this is but one misconception of a class whose name is legion. If, when the pupil was acquiring this persistent error, instead of the map, a piece of marble or of gran-

ite, a crystal of quartz, a lump of anthracite, a splinter of rosewood or mahogany, a leaf from an oak or willow, or a wild flower from the hillside, had been placed in her hand, who can deny that an interesting and useful lesson might have been learned from it, characterized throughout by the all-important element of truth? And which lesson would any judicious parent prefer for his child, the false one from the atlas, or the true one from the simple objects of nature?

It would be no very difficult task to make out a list of subjects sufficient to employ usefully all the time that any one may regard as wasted in our schools by the monotonous pursuit of what is unintelligible, and therefore comparatively worthless, or even injurious. And it cannot be regarded as harmless to suppress the working of those faculties by which the child gains intelligible knowledge, in attempting to torture into exercise those which, at the time, are capable of producing little else than mere mechanical results. We need not wholly exclude any subject taught at present. What is necessary is to stop at that point beyond which the subject ceases to be clearly understood, and to defer the further pursuit of it until a period of increased ability shall enable the pupil to comprehend it. Many of the simpler definitions and facts of geography might be retained. Operations in simple numbers might be performed both orally and upon the slate, directing the attention particularly to the *how*, and saying comparatively little about the *why*. Geometrical forms and definitions might be taught from the black-board, and imitated by the pupils upon the slate. Something might be done in teaching the classification of words and their simpler combinations, in brief oral and written exercises. And thus, in addition to the too much neglected branches of reading and spelling, the rudiments of all the studies usually taught could be learned, and a large surplus of time be left for the pursuit of other subjects. These last can always be found amid the inexhaustable resources of

nature. Innumerable objects for interesting and useful study, either by the child or the adult, can always be found within her wide domains. They abound in the animal, the vegetable and the mineral world. They are calculated to call into healthful exercise just those faculties which nature intended for action during the period of childhood, and they are forever at hand for our use. Whether portrayed or not in appropriate descriptions upon the printed page, they everywhere crowd the open pages of nature's exhaustless volume, so that "he that runs may read." There is not a pebble without its lesson. A stone, a crystal, a shell, a piece of glass, a brick, a nail a section of wood, a leaf, a twig, a flower, a feather, an insect, a worm, a bird, a fish, a quadruped; each of these and thousands of other objects are always at hand from which the teacher can teach lessons of lasting interest and value, calculated to strengthen the minds of his pupils, to promote their habits of observation, to stimulate their desire for knowledge, to purify and elevate their nature, to lay the foundations for eminence of attainment in science, and to foster an undying veneration and love for the Creator of the universe, the beauty and excellence of whose works they have learned to study with ever fresh delight.—*B. I. Schoolmaster.*

A PEDAGOGUE'S EXPERIENCE.

"Delightful task," the poet sings
  "The tender thought to rear;"
And happy he whose nursing hand
  Doth sprout the young idea.

I wish he'd try it but an hour,
  Some dark, head-aching day,
When young ideas are shooting out
  The most heart-rending way.

The bright ideal seems very clear
  To Cowper in his study,

But he who's quaffed that fount of pleasure
Will tell you it is muddy.

A pretty theme enough to muse
Or chat of with a neighbor,
But quite a different, coarser thing
Is pedagogic labor.

When one extols the Teacher's work
With empty declamation,
I'll ask him, has he been in his
Peculiar situation.

And has he been—I shiver now
To meditate upon 't—
A follower of that high vocation
One winter in Vermont.

If not, I'd pray him follow me,
And learn its varied beauties
From one who thoroughly has tried
Its dignities and duties—

A novice in the noble art to flog,—
A trembling, embryotic pedagogue,
To an up-mountain, rural district bound
At twelve a month and "Teacher boarded 'round,"
Well booked in every theory or hint
To thresh or teach or both and prosper in't,—
Stuffed full, to suit each turn his luck may take,
His head with maxims, and his trunk with cake;
What he shall say, now thrice repeated oe'r,
He timid knocks at the Committee's door.
"Oh, hey," says Jones, with fingers in his wool,
"Then you're the master what's to keep our school?"
"Yes sir." "Sit down and warm ye—it's plaguey cold.
D'ye ever teach afore?" "No sir." "How old
D'ye say ye was? That all! You'd oughter had
Some whiskers and looked stout—our boys are bad.
Last winter—(this I s'pose you'd like to know)—
They took and stuck the master in the snow;
We'd got another, but they'd turned him out,
So we broke up and got along without.
Perhaps first thing they do they'll tackle you,
But you must make 'em mind, and put 'em through.
There's only ten or twelve that raise a squall—
The other sixty are no care at all.
You'll find the school-house getting rather old,

And p'rhaps it's tore to pieces so it's cold.
We meant to have some wood what's dry, and should
But had'nt time, so did the best we could
And got some green. I've been so drove
I hav'nt yet had time to fix the stove.
I guess you'd better go to Higgins' first
To board; they've got ten scholars, and the worst.
Schoolmasters think sometimes they're rather rough,
But you will find them clever folks enough.
You know you'll have to board there quite a while—
It's t'other side the hill—not quite a mile."
At Higgins's he halts, a greeting grip
The puppies give him on the slippery step.
Next Higgins greets him, and his wife;
And all the dirty children stop their strife
To see the "master." Jack, the eldest heir,
Punches his younger brother, while they stare
To think how easy they could "pitch him out."
The other dozen, scattered all about,
Renew the work by which to earn a slap—
He loathing, takes the youngest in his lap.
With hard forced courage that can scarcely bear
The thousand odors that make thick the air,
He waits for supper—sees the children rush
To bolt their share and more of milk and mush.
Hears Higgins comment on his breed of dogs,
The chicken-pox, and pedigree of hogs.
Creeps to his bed—a cheerless comfort—where,
Brief as the candle end that lights him there,
His sleep comes late, and full of ugly sights,
Where pedagogues wage unsuccessful fights.
He's up betimes, and yet with scarce a minute
To eat a breakfast with a baby in it;
Hastening to wade the mile with aching feet,
In season there his graceless charge to meet.
Finds that Confusion has arrived before him;
"A pile of holes"—the edifice that's o'er him.
Crowds to the narrow desk, and shouts aloud
Ere e'en a lull affects the bedlam crowd;
The utmost stillness that succeeds the riot,
Is but a satire on the ordered quiet.
The opening prayer is made, not very long,
And quite responsive are the giggling throng.
A moment's stillness reigns the while his cause,
He's propping up with certain stringent laws;
Then all their looseness is again at play,
And labored carelessness usurps the day.
Three in a seat—three studies for a scholar—

(The pay per diem only half a dollar.)
The door is off—the fire too wet to go—
The stove is smoking—chimney full of snow;
Joseph is laughing—Jim wants setting right,
And John and Ed. are angling for a fight.
Lida is pinching—Samuel is kicked,
And full two-thirds are needing to be "licked."
His oft commands, which they but little heed,
Can scarce restrain them from a grand stampede;
Yet, much enduring, he defers his sorrow,
Frets through the day, and threatens for to-morrow.
Retracing, sick at heart, the weary track,
(Some accidental snow-balls hit him on the back,)
He, tired and starved, his efforts all to crown
Steps on the cat, and knocks a baby down.
Then the good lady, to regale his ears,
Tells how some "master" flogged her little dears,
And how her big ones turned "that master" out—
(Sly hints for him to ruminate about.)
He eats his supper from a dirty plate
And, since the hour's already somewhat late,
Glad to get off with an unbroken head,
He shrinks away, and shivering seeks his bed.
Now, should you ask him, while he restless lies
Thinking hard thoughts of every shape and size,
Whether, from what he knew of actual things—
He deemed it was a—as the Poet sings—
"Delightful task to rear the tender thought."
Perhaps he'd answer "yes!"—*more likely not.*

W.

SCHOOL LEGISLATION.

"An act entitled an act to restore to the people some of their original rights and privileges," was the caption to a bill introduced into our legislature during its last session. The real meaning and intention of this bill is not revealed in its title. "To restore to the people some of their rights and privileges," implies that they have been wronged, and, without a knowledge of the facts in the case, we might infer that some despotic tyrant had swayed his cruel sceptre over the freemen of Vermont, and that the wrongs inflicted had not been redressed; and still further, that some distinguished patriot like Wash-

ington or Lafayette, had arisen to free them from bondage.

But if rightly informed, this bill aimed to abolish our school law and to leave our schools and the educational interests of the State, uncared for and at the mercy of circumstances. Similar efforts have been made before and to the same end, and in some instances, have been successful. There was a law on our statute books requiring the legislature to appoint a State superintendent of common schools. But *three* years in succession, this honorable body refused to make that appointment and thus trampled under foot, one of its own laws which it had not the power to amend nor courage to repeal. In view of this reckless act in the public Halls of legislation, we were led to exclaim, "where in Christendom have our Legislators been educated? And is it in Vermont and in the nineteenth century, that their constituents call themselves enlightened freemen?"

At length, the more intelligent and patriotic men in the State were roused to action and came up to rescue Vermont from lasting disgrace and threatened barbarism.—Our excellent School Law was revived. A well constructed machine had been prepared; it only needed to be *put in motion*. A beautiful and well proportioned educational edifice had been erected, it was now to be *inhabited*.—The symmetrical figure of our educational body, that had long stood before us like a marble statue, was now *vitalized* and soon seen walking about in all the dignity of *living* manhood. Our school Law as it was, would not suffer in comparison with those of any other States. It wanted *life-giving* power, and this vitality was at length imparted to it by the appointment of our able "Board of Education," with its energetic and efficient executive —the *Secretary*. Under his administration and through his timely efforts and influence, the educational interests of the State have been vastly improved, our Schools elevated and the honor of Vermont preserved.

But we are reminded that this mercenary and reckless spirit which had before ruled in the halls of legislation, is not yet crushed out. Though it has lost position and power, yet it has not changed its character. It is less bold; seems more inclined to conceal its "horns" and "cloven-foot" under the assumed garb of patriotism. "An act to restore to the people their original rights and privileges"! What wonderful intelligence, foresight and good will are here concentrated! We propose to the *constituents* of the originator of that bill, at once to engage the services of our distinguished Vermont Artist, that their hero may be preserved in marble and placed in the State House, side by side with Ethan Allen! It should never be forgotten that in the year 1860, in the Vermont Legislature, a man claiming to be a patriot and christian, seriously proposed to abolish our school law. And would not that same man favor a law paying bounty on crows, protecting the fish in our ponds and the dogs in our streets? This protection and care of animals is indispensable to the welfare of the State, but the education of our children who are soon to take the places of their fathers and mothers, in the family and neighborhood, who are to sit in the Halls of Legislation and on the Bench of Justice, and to transact the business and manage the affairs of Church and State, needs no over-sight, or expense or care!

But after all, our schools must have the fostering care of government. They are its chief support and stability. From them flow its life-blood and upon their healthful condition and success depends the prosperity, if not the existence, of the State. Hence the obligations of government to provide liberally for her schools. It is *economy*, as well as duty, to make as large appropriations to this object, as are necessary, to secure a thorough, practical superintendency over all their interests. Must our railroads and banks and factories be provided with an able board of managers, while our schools are left without

management? Is it economy to pay the president of a railroad corporation, his thousand a year to look after its interest, and a "useless expenditure" to pay a fair compensation to a faithful secretary whose time and strength are devoted to the welfare of our schools? We think not. O.

EDITORIAL DEPARTMENT.

For the first time in our life, we take the editorial pen. We do it with diffidence, but not without hope—for we are permitted to wear the mantle of one and to *share* the responsibilities of another whose experience and success both as teachers and editors, serve as encouragement to future effort.

Our only apology for consenting to act in this capacity, is the interest we feel in the cause of popular education in our noble State, and the desire we cherish, to aid in its advancement. But we cannot hope to make the Journal what it should be, without the encouragement and aid of the practical teachers and other friends of education in the State. The "School Journal" should be an exponent of the best educational talent in Vermont. The importance of the cause and the honor of the State demand it. We who consent to act as editors, assume the *pecuniary* responsibility, but have no expectation of *pecuniary* reward, and we cheerfully take upon ourselves this risk, and perform the necessary editorial labor. We will endeavor to contribute our part at least, to enrich the columns of the Journal. Should more be expected of *us?* Will not the Teachers and friends of education in Vermont, pledge their hearty co-operation? May we not regard them as associate editors, or, at least, constant contributors and supporters? Should not all feel a personal interest in the Journal and a pride in making it one of the best of its kind? It seems so to us. We say, *it must be sustained;* and may we not rely upon our

friends to aid us in making it worthy of a place on every teacher's desk and in every family in the State? And will they not make efforts, each in his own neighborhood, to increase its circulation? The matter of the Journal should be mostly original. And who of our fraternity will pledge themselves to furnish us each month, with brief and carefully written articles upon practical topics, connected with the school and the family? We do not ask this as a personal favor, but in behalf of the noble cause which we advocate—in behalf of the 89,697 children and youth in our schools, and in behalf of generations yet unborn, who are, in the distant future, to conduct the business and control the destinies of Vermont.

We have a good school law in operation; it is the business of the Journal to sustain that law against the mercenary attacks of political demagogues and the ill-judged efforts of those ignorant of its utility and importance.

The teachers of our common schools are seeking a higher standard of qualifications for their noble calling—the Journal may become an efficient agency in this great work.

The public mind must be enlightened, and how can this be better accomplished than through the agency of a periodical devoted to the educational interests of the State? We confidently rely upon all who profess to have an interest in the prosperity of our schools and the honor of our noble State, to encourage and aid us in sustaining the Vermont School Journal. O.

DEAR READERS—

Above is Mr. Orcutt's bow and salutatory to you. May it awaken a responsive chord in your hearts that shall echo back the same earnest and devoted attachment to the cause of education in Vermont. You will see that the character of the Journal is not to be materially changed; for his views of what it should be are entirely those so often urged upon you by the committee of publication in

the circulars that preceded the publication of the Journal, and in its pages since.

When the committee accepted from the State Association the responsibility of establishing an educational journal in Vermont, they did it with a full knowledge of the difficulties that surrounded the undertaking, and of the responsibilities they must meet, both pecuniarily and otherwise.

Having previously obtained about *six hundred* subscribers, they commenced the publication with an edition of fifteen hundred copies. One of the committee gave up his school and devoted four months of his time wholly to canvassing for the Journal in nine counties of the State. The other continued his school by the aid of assistants, and gave the most of his time to the same interest. They found the teachers and friends of education in the State largely in favor of the enterprise, although not always ready to attest their interest by the small subscription of one dollar.

At the end of nine months they felt authorized to enlarge the Journal to *thirty-two* pages and the monthly edition to *seventeen hundred* copies.

With volume second the edition was increased to *two thousand* copies per month. Since then, this number has been issued monthly. Many copies have been distributed gratuitously, for the purpose of extending the circulation of the Journal, and our exchange list is large. On closing up their official relation to the Journal, Sept. 22d, 1860, the committee found that the Journal was indebted to them about *one hundred* dollars each for money actually paid out, as no charge has ever been made for time (which was more than money to them) spent in its service. They also found that there was enough due the Journal to cover the expense incurred, as above mentioned, provided it were all paid.

The committee have twice reported to the State Association, and tendered the Journal to that body. It de-

clined accepting the charge, but endorsed the action of the committee and requested them "to continue the publication of the Journal according to their best judgment of what the best interests of education in the State require, and *on their own responsibility.*" By this repeated action, the Journal is compelled to assume, in some degree, the character of a private enterprise. But it is not, therefore, nor can it be made, a money-making enterprise. If any of our friends think so, we should be glad to let them *try it on*, until they should be satisfied that whoever undertakes to sustain an educational Journal, must do so at a loss. It is a work that requires much self-sacrifice.

The question with us has been, shall we discontinue the Journal, and thus lose the vantage ground gained to the cause, or go on? Neither of the committee could bring himself to favor the first course. *The Journal must be sustained!* And, now, friends, who will do it? Will you help, by increasing its circulation and cheerfully contributing your mite to its support? Its character will be, in a great degree, what your support makes it.

A word as to the change of place of publication. A slight rupture in our business relations at Montpelier obliged us to job out the November and December numbers. This has delayed their issue. The printing was well done. But we were not able to be present, and some mistakes were made. The wrong paging of the November number we have tried to make up for in the index. The title page in the December number was put in by the printer without our direction. We shall endeavor to guard against similar errors in future, as their occurrence has made us feel the necessity of having the printing done at Brattleboro hereafter, and as this is the place of all the business of the Journal, we have thought it best to substitute Brattleboro for Montpelier, upon the title page. Some have expressed fears to us that this change will tend to decrease the circulation of the Journal. We hope not. Many letters and exchanges intended for us

are now sent to Montpelier, greatly to our inconvenience. Besides, this *is* the place of publication, and it seems to us that it should so appear upon the title page. The distribution can be made as rapidly from this place as from Montpelier, and many will receive their numbers sooner. Our last number paid a visit to Boston by express, which delayed it some.

On behalf of the publishers, past and future, I subscribe myself Yours, without end to the Journal,

A. E. LEAVENWORTH.

WHY NOT ADVERTISE?

We advertise our schools in the Journal, as we do largely in other periodicals, because we believe that advertising pays. It costs *us* money, too; but we again call the attention of the Principals of Academies and Seminaries to our proposition to advertise for *them free*— that is, to the full amount of new subscriptions sent us by them. For $3 we will send three copies of the Journal one year and advertise one-half page, *one* insertion. For $5, five copies and one page, *one* insertion. For $12, twelve copies and one-fourth page one year; or at any other of the rates for advertising in the Journal, for one month or one year, according to the amount paid.

*** We call the attention of our readers to the advertisements appended to this number.

Boardman, Gray & Co.'s Pianos, *with insulated iron rim and frame*, are *the* instruments to buy; and, then, they are *so cheap*.

Every School House should have a Bell, and Meneely's Sons know how to make them.

Littell's Living Age—read the Star Paper and then send for the Age.

The advertisements of S. S. & W. Wood, and of D. Appleton & Co., will repay a careful perusal.

Prof. Owen's Classical series should not be passed by.

You will always find the advertisements of the two great Dictionaries, and of Barre Academy.

Dr. Blackall's Water-cure is worthy of attention, and the Water-Cure World will give much useful information.

The Brattleboro cards are genuine.

NOTICES OF BOOKS, PUBLICATIONS, &C.

THE MATHEMATICAL MONTHLY. Teachers and students of Mathematics! you ought to subscribe to the Mathematical monthly for the following reasons:

1st—Each number contains simple and elementary notes upon subjects which you teach and study.

2nd—You must have text books, and you wish to use the best ones. The Mathematical monthly contains carefully prepared notices especially intended to aid you in making a selection.

3rd—You need works of reference upon all the subjects of Mathematics which you teach and study, and the Mathematical Monthly notices will save you many times the subscription price by preventing the purchase of useless books.

4th—You will aid in sustaining the Mathematical Monthly Prizes offered to students for solutions and essays.

5th—You will aid in sustaining a Journal devoted to your own profession.

6th—You will find a large list of Mathematical books from which, if you wish, the editor, Mr. I. D. Runkle, will aid you in making selections adapted to your wants.

Subscription price $3, or twenty-five cents per number, with large reductions to clubs. Address Sever & Francis, Publishers, Cambridge, Mass. We will send the Vermont School Journal and Mathematical Monthly one year for $3.

———o———

DEATH.

In Brooklyn, N. Y., Sunday, Dec. 2nd, after a brief illness, Mrs. Lucy R., wife of E. Sprout, Esq., of B., aged 29 years and 7 months. Seldom are the judgments of God more unsearchable or his ways past finding out than in this death. Mrs. Sprout was the daughter of Mr. William Brown, of Williamstown, and for many years had been engaged as teacher, both in Vermont and at the South, and for nearly four years previous to her marriage, in Oct. 1859, she had been connected with the Ladies' Seminary at North Granville, N. Y., as one of the principal assistants of Mr. Orcutt. For thoroughness of scholarship, clearness and aptness in teaching, easy but complete control of her scholars, and for force and energy of character, and general executive ability, she had few superiors or equals. To these rare qualities were added the graces of an earnest Christian life. Not only is the stricken husband with his little motherless daughter and the other immediate friends of the deceased most sorely afflicted, but the intelligence of this death will fill with deepest grief the hearts of the hundreds of her pupils scattered over the land. Surely the ways of God are in the deep, clouds and darkness are round about him.—*Vt. Chron.*

VERMONT

SCHOOL JOURNAL AND FAMILY VISITOR.

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SCHOOL LIFE—ITS SHADY AND ITS SUNNY SIDE.

Every object in the world of matter, when illuminated by the light of the sun, presents, at the same time, a shady and a sunny side. The star of the first magnitude, which seems, to the eye of sense, but a ball of fire, reflecting, from its every side, the brightness which it has gathered from the orb of day, is nothing less than a mighty planet, with its one side lighted up with celestial radiance, while over the other, sable Night stretches her scepter, and holds undisputed sway in her empire of Darkness. So, in the immaterial world, those objects which are seen by the eye of Mind are, at times, illuminated by the clearer light of Heaven, and again bedimmed and darkened by its frown. School-Life furnishes a fit illustration of this truth. *It*, too, has its shady and its sunny side. Let us see how shady is the one, and how sunny is the other.

In opposition to the popular but erroneous opinion that School-Life is a life of unalloyed pleasure, we contend that it is not less a life of trials. Of these the name is Legion. There are trials of skill, when intricate questions are to be solved, and knots to be untied, more difficult than that which proved too complicated for the art of Alexander. There are trials of judgment, when the nice distinctions to be made in classic research demand the practiced eye and the quick perception. There are trials of strength, when the student turns the ponderous lexicon, or when

some unfeeling son or daughter of Appollo has imposed upon the young pianist the task of walking with a staff loaded with *Sixty-Fourths!* There are trials of patience, when many a severe effort fails to accomplish the task imposed, and curses are heaped upon the hated volume and the discordant harp. There are trials of thought, when the mind must find expression on the written page, and hungry critics are eager to scan its productions with an uncharitable eye and an unfeeling heart. There are trials of confidence, when the stage calls for its trembling victim, and the heart shrinks before the gaze of piercing eyes. There are trials of shrewdness, when, in the heated debate, the quickest turn and the sharpest saying are to set the seal of ability.

But the darkest shades are yet untouched. There are trials of self-control, when unmerited abuse is suffered, and depraved human nature rises to wreak its vengeance on its oppressor. There are trials of self-abasement, when friends lavish their praises, and Flattery administers her intoxicating draughts. There are trials of moral courage, when Temptation flaunts in gilded trappings, and seeks to allure us from the paths of Industry and Virtue;—when Pleasure persuades us to ignore the teachings we learned on a mother's knee, and forces us to accept her call, though entreaty and authority and Reason and Conscience are saying, "*This* is the way; walk ye in it;"—when Gayety leads to enchanted Halls, whose scenery vanishes before the light of day, and whose pleasures are

> ——"like the snow-flake on the river,
> A moment white, then gone forever."

There are trials of the heart, when beauty dazzles the eye, and talents win esteem; when glances tell a thousand tales, and smiles are all-powerful to charm; when Cupid's arrow flies with unerring aim; and Venus' altar is heaped with the willing sacrifice. There are trials of the body, when servants prove faithless, and we are forced to exclaim, "What shall we eat, and what shall we drink?"

There are trials of the soul, when the sad heart is grieved at the wickedness of kindred hearts, and could almost wish itself accursed for the sake of those on whom it dotes.

But while we have been gazing the sun has risen; the darkness has disappeared, and the sunny side of School-Life is pleasanter than ever before. It is pleasant to drink at the fount of Science, and experience the vigor and energy imparted by the wholesome draught. It is pleasant to detect the rigorous exactness of Mathematics; notice the regularity of its reasonings, and the certainty of its conclusions, or trace its risings, step by step, from the simplest axiom, till it is lost in Infinity. It is pleasant to search out the truths of Natural Science—with the chemist, to seek for the elements of matter, and observe their peculiar essence:—with the philosopher, to witness the phenomena of Nature, and decipher her mysteries:—with the astronomer, to wander among countless worlds, and appoint for the stars their seasons:—with the physiologist, to study the structure of the human body, that only perfect machine:—with the Botanist to scan every flower of the valley, and detect beauty which the careless observer sees not: to behold a splendor in the lily, which "Solomon in all his glory" could not equal; and to find in every leaf of the forest, and in every Alpine shrub, a proof of the handiwork of God.

It is pleasant to delve in classic lore, and read the record of immortal deeds:—to go with Ulysses in his wanderings far from his rocky Ithaca, and to learn wisdom from the virtue of his faithful Penelope:—to behold Prometheus, offering himself a sacrifice on the altar of a generous and manly independence:—to see Achilles giving vent to a righteous indignation, and seeking to wreak his vengeance on the haughty Paris and the stolen Helen:—to watch the fall of stately Ilium; to follow the Pious Æneas in his wanderings; to witness his affection for the aged Anchises; to mark his narrow escape from the Tempest and the Harpies; to gaze with him on Scylla and

Charybdis; to visit the palace of the Tyrian queen, and mark the conquests of Venus, and the fatal issue of misplaced affection; to reach, at length, the long-sought Latium, and behold the rising of a second Ilium; a germ, which, after the lapse of centuries, finds a complete development in the Seven-Hilled City.

It is pleasant to look within, and investigate the philosophy of mind; to trace the history of its development, notice the theories which have been invented to account for its phenomena, and see them passing away, like the shadow from the mountain-side. It is pleasant to fathom, in part, the mystery of mind, to feel its giant power, and acknowledge its immortality. It is pleasant to contemplate the Spiritual in man's nature; to believe the soul to be an emanation from Deity; to lose ourselves in thought while seeking to know it in all its depth and grandeur; to contemplate its destiny; to shed the tear of penitence, as we think how sad is its fall, or be filled with ecstacy as we read the story of its Redemption.

And, when the hour of study is over, it is pleasant to lay aside the well-used volume, and give the mind free play, and thought the loose rein; to mingle in the social circle with friends and classmates, and enjoy the wholesome chat; to speak of conquests made in the fields of Science; of sterling thoughts awakened, which had hitherto lain dormant; of priceless truths discovered among the dingy rubbish of the Past; of purposes accomplished; of plans for future action; of nobler aspirations and holier resolves. It is pleasant to engage in the careless ramble about town or in the vale; and, leaving, as we do, the retirement and quiet of the student's cloister, we can appreciate full well the scenes through which we pass.—Every object demands a share of our attention, and contributes its portion to fill the cup of our enjoyment, as if conscious of the purpose it is serving. Every songster seems to prolong his note for our sake; the happy swain sings his most pleasing ditty;

the careless plow-boy becomes eloquent in his rural harangue, and the raggedest urchin has for us a smile and fitting recognition. Nature puts on her most beautiful garb, and whether it be the deep-seated green of Summer, the variegated garment of Autumn, or the peerless covering of Winter,—each, in turn, has its peculiar charm, as we ramble on, and

"find tongues in trees,
Books in the running brooks; sermons in stones,
And good in Everything."

B.

THE SCHOOL ROOM.

From the family we pass to the school. This is the next stage in our educational process, and next in importance, as a source of educational influence. The family and the school have some points of resemblance. The teacher acts in the place of the parent, and is entrusted with delegated power, to control and guide, to instruct and influence.. His object and efforts should be the same —to *educate* the pupil for life and immortality.

There are also some points of difference between the family and the school. Home education is *private*, school education *public*; in the family there are but *few*, in the school *many*. The school is a world in miniature, an arena for the conflict of opposing and varying interests and passions. There meet the mild and docile with the turbulent and headstrong; the amiable and conscientious with the incipient savage. To control and guide this mass of heterogenious material, is the business of the teacher. He cannot select his pupils from those families that have been under wholesome discipline, but must receive many who have been entirely ungoverned at home, the current of whose evil propensities has received a steady direction and violent impulse from long years of parental misrule and vice.

Hence, the master and teacher who deserves the name,

occupies an important and difficult position. He may sometimes be the sport of fools and the sneer of unwhipped insolence, yet his talents, skill and services, often deserve the admiration and gratitude of the nation.

The services of the true teacher are indispensable. He is the patron of society. He can do without the world, but the world, if it would remain free and civilized, cannot do without him. He could live a hundred ways without teaching—live longer and better (it may be) in some other employment, but the school must be sustained. Domestic education for a great majority of children, is, as things are, an utter impossibility. They must be educated *at school*, or not at all; and the great importance of having them educated for the good of society, shows the utility of our public schools. The school-room, then, as a source of educational influence, is very important. It supplies a deficiency that would not otherwise be provided for.

But the school must be well conducted. "Teaching is a science—the teacher an artist." The science must be well understood, and the artist a workman.

A good school presupposes two things, viz: good government, and thorough mental and moral discipline. By good government I mean, the government of the good old Puritan family transferred to the school-room, with all the necessary means to secure its successful operation.

This was a system of *self-government*. It relied much upon conscience. It aimed to impress a sense of individual responsibility, by a confidential appeal to the better principle. It would never relinquish mild persuasion, as a means of securing its object.

Again, this system of government was *rigid* and *severe*; not to the exclusion of love and kindness, but in the exercise of both. The stubborn child was taken to the altar for sacrifice—for the sacrifice, I mean, of his ungoverned passions. It was believed to be the will of God

that the sacrifice be made; hence the "soul spared not for his crying." This same system is found in *theory* or *practice*, in every good school in the nation. The utility of the rod in schools is no longer a debatable question. Its use and necessity are sustained alike, by human and divine authority, by common sense and universal experience.

Still, again, this system of government was *efficient*. It secured its object; it subdued the will, and brought the mind into cheerful subjection. Many a child has been saved in the school, that was lost in the family and society —lost for the want of proper discipline, and saved by the *moral power of the rod.*

Every good school has also thorough mental and moral discipline. Modern theories of education are rife with innovation. Education of the present day partakes too much of the spirit of the age. Rail-roads and telegraphs are useful to convey merchandise and communicate thought; machines serve to create enterprise and facilitate labor. But labor-saving and time-annihilating methods of education, are destructive to the best interests of society—are sure to defeat the very object they aim to secure.. *Discipline* is the end of teaching; not to impart knowledge, not to constitute a mere money-making and practical man, not to fit a person for any special trade, art or profession; but to teach him to think, to give him power to become truly practical and truly successful. I repeat it, the end of education is the power or art of *thinking*. Anything in books or instruction that does not acknowledge this great truth, is heresy. The old saying that "knowledge is power," is true only when its possessor has power to *think*. But this *mental* must always be attended by *moral* discipline, as before maintained. The heart and conscience, must have their share of attention. This, too, should be the earnest business of the teacher, for every day of his life. O.

TOO MANY RULES.

Messrs. Editors:—Your correspondent "Q," in his comparison of public and private schools, has maintained some views which I regard, at least, doubtful. With your permission, I propose to review a portion of his last article in the Journal. He opens the discussion by the following negative question,—"Are not the numerous and stringent rules laid down in *private* schools admirably suited to the training of young people?" He then answers his own enquiry by the confident "No, we think not." Your correspondent's objection to private schools seems to be, because they have "numerous and stringent rules." I infer, therefore, that his model *public* school has no such rules. I never before learned that such a marked difference exists between a *good* public and private school. I have supposed that *every good school* was made so under "numerous and stringent rules," expressed or understood. This is still my opinion. A well governed school without stringent rules is a *solecism*. If not so, the observation and experience of twenty-five years in the school room have availed *me* nothing. Systematic order must prevail in every school-room, or the school is worse than useless. There can be no system without *rules* and no order without *stringency*. These rules may be printed and placed upon the wall for reference, or announced verbally in the hearing of the pupils, or they may be entirely *unexpressed*. The teacher may be his own judge which is best suited to his purpose, but to maintain that good order can uniformly prevail in any school where the pupils are left to follow their own inclinations, (I care not how well disposed those pupils may be,) is mere *nonsense*. There must be rules so stringent that perfect order can at any moment be preserved or restored, and so numerous that they will reach the whole routine of school life. A good school without *law* published and enforced! We might as well insist that the

planets of our solar system would keep in their orbits without the action of the centripetal and centrifugal forces.

But your correspondent urges that the "number and strictness of these rules is but a temptation to wanton transgression." This, certainly, cannot be true of the conscientious and faithful pupils whose whole aim is improvement. *They* are always in favor of "stringent rules," as they are thus protected from the intrusion of the reckless and enabled to gain the control of their time. And I deny that the lawless even, are as often guilty of "wanton transgression" under stringent as under *lax* government. All my experience is against this conclusion. And even if it were true, must we give up our schools to the mercy of circumstances and expose the many to the recklessness of the few, for fear of offending them? But we are told that the pupil knows "the thing forbidden is not wrong in itself and cannot be convinced that the doing of it will work him any injury." Whether wrong in itself or in the circumstances, makes no difference. It is *wrong*, and the good of the school and, of course, of the individual, demands that the prohibition be enforced. This is an axiom in school government. Would my opponent consult the inclinations of his *reckless* pupils as to what regulations should be enforced? He may have high authority for so doing, in the management of our Chief Magistrate with his *secession rebels* at the south! Rather *tame*, it seems to me, in either case!

And it is further said, "he knows the prohibition is purely arbitrary." This is begging the question. He knows no such thing. The rules, whether five or twenty, which are usually adopted for the direction and government of a good school, are not arbitrary. I have not managed a private school in twenty years, in which such "stringent rules" would not have been adopted by the popular vote and a large majority. The *teacher* is in fault,

if his pupils take such a view of existing laws and regulations.

And must "Thou shalt not" never be spoken in school? "Q" informs us that it is "a temptation to do just the thing interdicted." Then God made a mistake when he said "Thou shalt not kill!" All prohibitions on our statute books are wrong, for they tempt men to commit the very act forbidden! Will your correspondent allow his reasoning to work out its legitimate results? Would he never make a "stringent rule," or enforce a severe regulation? He favors us with an example of a "boarding school miss" who expressed to him the necessity of "*letting off* occasionally." He does not blame her, nor allow any other one to do so. That "Miss" must be one of that kind which needs the restraint of law, for the studious and faithful have no need of such a *safety valve*. If that "Miss" was a pupil of mine, I should insist, for the good of the school, "that she "*let off*" in vacation, or at least in recreation hours. "Q's" "spontaneous development" is all well enough, if the growth is in the right direction. If not, it must be "checked." The pruning hook is for the *ill-shaped* tree; law is for the lawless. It does not interfere with the better class, but rather aids them in their work of self-culture. The reckless must be restrained. To be sure, "that government is best which governs least," but *in no school except that which is already under the control of systematic and rigid laws, can government be dispensed with.* A well made watch whose wheels and springs are perfectly adjusted and completely lubricated, and which is "wound up" under "stringent" law, needs no one to govern the movement of its hands. Every action is harmonious; the machine is self-adjusting; *it keeps good time.* So with the *strictly governed* school; it can be true of no other kind. H.

Power, in its quality and degree, is the true measure of manhood.—*Dr. Holland.*

HONORARY TITLES FOR TEACHERS.

The Rev. T. Starr King speaks as follows of the injustice done our fraternity, and of the deserved merit of our profession:

"Profession," did I say? No. Here is the injustice. Here is the proof of the marvellous infidelity of our public as yet to the service which can hardly be surpassed by any other type. American liberty and hopes are based on comprehensive education, mental and moral, and we do not yet recognize the teacher's calling as one of the "learned professions." There is the degree of M. D., a title of respect for every one who enters the ranks of the healers by the regular door. Every clergyman has his prefix of "Rev." which floats him sometimes like a cork, upon waters where he could not swim. "D.D." is conferred, every year upon many a man who is no scholar in Christian history or dogmatics. I have known cases where LL.D. has been affixed, by prominent colleges, to the names of men who could not have told what the two L's, with a period after them, were the abbreviation of. But there is no title for teachers. And I am ignorant of the fact, if any University or College has yet sought out an eminent, consecrated, thoroughly efficient teacher, to confer upon him or her any title of honor as an acknowledgment of personal service to society, or the rank of the calling to which he or she is pledged.

We must do what we can to repair this injustice—we who know the value of the office, the grand portion or the gifts that are so often brought to it, and the nobleness of the spirit in which those gifts are frequently dedicated.

A correspondent of the Home Journal, writing from Japan, says, that during a half year's residence in that country, he has never seen a quarrel, even among children.

THE ASTEROIDS.

As many of the readers of the Journal may not have seen this table of asteroids, we give the following complete list, bringing the discoveries down to November 1st, 1860. The Roman numerals annexed to the names of discoverers, denote the numbers discovered by them respectively.

No.	Names of Asteroids	By whom discovered	Date of Discovery.
1	Ceres,	Piazzi,	1801, January 1.
2	Pallas,	Olbers, I,	1802, March 28.
3	Juno,	Harding,	1804, September 1.
4	Vesta,	Olbers, II,	1807, March 29.
6	Astræa,	Hencke, I,	1845, December 8.
5	Hebe,	Hencke, II,	1847, July 1.
7	Iris,	Hind, I,	1847, August 13.
8	Flora,	Hind, II,	1847, October 18.
9	Metis,	Graham,	1848, April 26.
10	Hygeia,	De Gasparis, I,	1849, April 12.
11	Parthenope,	De Gasparis, II,	1850, May 11.
12	Victoria,	Hind, III.	1850, September 13.
13	Egeria,	De Gasparis, III,	1850, November 2.
14	Irene,	Hind, IV.	1851, May 19.
15	Eunomia,	De Gasparis, IV,	1851, July 19.
16	Psyche,	De Gasparis, V,	1852, March 17.
17	Thetis,	Luther, I,	1852, April 17.
18	Melphomene,	Hind, V,	1852, June 24.
19	Fortuna,	Hind, VI,	1852, August 22.
20	Massalia,	De Gasparis, VI,	1852, September 19.
21	Lutetia,	Goldschmidt, 1,	1852, November 15.
22	Calliope,	Hind, VII,	1852, November 16.
23	Thalia,	Hind, VIII,	1852, December 15.
24	Themis,	De Gasparis, VII	1853, April 5.
25	Phocea.	Chacornac, I,	1853, April 6.
26	Proserpine,	Luther, II,	1853, May 5.
27	Euterpe,	Hind, IX,	1853, November 8.
28	Bellona,	Luther, III,	1854, March 2
29	Amphitrite,	Marth,	1854, March 2.
30	Urania,	Hind, X,	1854, July 22.
31	Euphrosyne,	Furguson, I,	1854, September 1.
32	Pomona,	Goldschmidt, II,	1854, October 26.
33	Polyhymnia,	Chacornac, II,	1854, October 29.
34	Circe,	Chacornac, III,	1855, April 6.
35	Leucothea,	Luther, IV,	1855, April 19.
36	Atalanta,	Goldschmidt, III,	1855, October 5.

No.	Names of Asteroids.	By whom discovered.	Date of Discovery.
37	Fides,	Luther, V,	1855, October 5.
38	Leda,	Chacornac, IV,	1856, January 12.
39	Lætitia,	Chacornac, V,	1855, February 8.
40	Harmonia,	Goldschmidt, IV,	1856, March 31.
41	Daphne,	Goldschmidt, V,	1856, May 22.
42	Iris,	Payson, I,	1856, May 23.
43	Ariadne,	Payson, II,	1857, April 16.
44	Nysa,	Goldschmidt, VI,	1857, May 27.
45	Eugenia,	Goldschmdt, VII,	1857, June 27.
46	Hestia,	Payson, III,	1857, August 14.
47	Pseudo-Daphne	Golds midt, VIII,	1857, September 8.
48	Aglaia,	Luther, VI,	1857, September 15.
49	Doris,	Goldschmidt, IX,	1857, Sept. 19.
50	Pales,	Goldschmidt, X,	1857, Sept. 22.
51	Virginia,	Furguson, II,	1857, October 4.
52	Nemausa,	Laurent,	1858, January 22.
53	Europa,	Goldschmidt, XI,	1858, February 4.
54	Calypso,	Luther, VII,	1858, April 4.
55	Alexandra,	Golds'midt, XII,	1858, Septemb'r 10.
56	Pandora,	Searle,	1858, Sept. 10.
57	Mnemosyne,	Luther, VIII,	1859, Sept. 22.
58	Concordia,	Luther, IX,	1860, March 24.
59	Danae,	Golds'midt, XIII,	1860, September 9.
60	(Not named,)	Chacornac, VI,	1860, Sept. 12.
61	(Not named,)	Poster,	1860, Sept. 14.
62	Titania.	Furguson, III,	1860, Sept. 15.

REMARKS.

1. Of the asteroids hitherto discovered, Ariadne has the shortest period, 1191 days, and Hygeia the longest, 2051 days.

2. The inclinations of the orbits of Massalia and Themis are less than one degree, while the orbit of Pallas is inclined nearly thirty-five degrees.

3. The orbits of Polyhymnia and Nysa are very eccentric; the eccentricity of the latter approximating that of Faye's comet.

4. *Victoria* was so named by Mr. J. R. Hind, (of England,) to indicate the country in which it was discovered. The discoverer insists, however, that apart from this consideration, the name "is perfectly consistent with conventional usage amongst astronomers in reference to small

planets; the rule hitherto followed requiring a female name, taken either from the Greek or Roman Mythologies." Some American astronomers, however, objecting to this name, have called the planet *Clio*.

5. The twentieth asteroid was discovered on the evening of September 20th, 1852, by Mr. Chacornac, of Marseilles. The discoverer delegated his right of naming the planet to his friend, Mr. Valz, who proposed to call it *Massalia*. Subsequently, however, it appeared that the same asteroid had been discovered by Professor De Gasparis, on the 19th of September, a day before it was recognized as a planet by Chacornac; but the former, instead of exercising his prerogative as *first* discoverer, courteously acquiesced in the choice of Mr. Valz.

The designation *Massalia*—the orignal name of Marseilles—was given to the planet in order to mark the site of its discovery. Its adoption, however, was a departure from the rule which had been previously observed.

The twenty-first asteroid was discovered at Paris, and accordingly (Mr. Valz having established the precedent) it received the name *Lutetia*.* The name *Phocea* was selected for the 25th, because it was discovered at Marseilles—this city, anciently *Massilia*, or, as it was called by the Greeks, *Massalia*, having been founded by a colony from Phocæa, a city of Asia Minor. The forty-fifth was called *Eugenia*, as a compliment to the Empress of France; and the fifty-fifth, *Alexandra*, in honor of Alexander Von Humboldt.

7. Pandora was discovered at the Dudley Observatory, Albany, N. Y.; Euphrosyne, Virginia, and the fifty-ninth, at Washington, D. C. These are the only members of the group discovered in this country.—*Indiana School Journal.*

* The ancient name of Paris.

The English literary journals are debating vigorously the relative merits of Webster's and Worcester's dictionaries.

LORD BROUGHAM'S TRIBUTE TO THE SCHOOL-MASTER.

"The conqueror moves on in a march. He stalks onward with the 'pride, pomp, and circumstance of war'—banners flying, shouts rending the air, guns thundering, and martial music pealing, to drown the shrieks of the wounded and the lamentations for the slain. Not thus the schoolmaster, in his peaceful vocation. He meditates and prepares in secret, the plans which are to bless mankind; he slowly gathers around him those who are to further their execution; he quietly, though firmly, advances in his humble path, laboring steadily, but calmly, till he has opened to the light all the recesses of ignorance, and torn up by the roots the weeds of vice. It is a progress not to be compared with anything like a march; but it leads to a far more brilliant triumph, and to laurels more imperishable than the destroyer of his species, the scourge of the world, ever won.

"Such men—men deserving the glorious title of teachers of mankind—I have found laboring conscientiously, though perhaps obscurely, in their blessed vocation, wherever I have gone. I have found them, and shared their fellowship, among the daring, the ambitious, the ardent, the indomitably active French; I have found them among the persevering, resolute, industrious Swiss; I have found them among the laborious, the warm-hearted, the enthusiastic Germans; I have found them among the high-minded, but enslaved Italians; and in our country, God be thanked, their numbers everywhere abound, and are every day increasing. Their calling is high and holy; their fame is the property of nations; their renown will fill the earth in after ages, in proportion as it sounds not far off in their own times. Each one of these great teachers of the world, possessing his soul in peace—performs his appointed course—awaits in patience the fulfillment of the promises—resting from his labors, bequeaths his

memory to the generation whom his works have blessed —and sleeps under the humble but not inglorious epitaph, commemorating 'one in whom mankind lost a friend, and no man got rid of an enemy!"

"THE TRUE TEACHER NEVER GROWS OLD!"

"Never grows old!"
The seal of years may e'en be set
Full many times on cheek and brow;
The hand its cunning may forget;
The voice may fail that thrills us now;
Each winter hoardeth up some snows
To cast upon the bending head,—
Who careth how the garner grows
When not a heart-flower can be dead?
When summer is eternal where
Full sympathy with youth chimes in
From hour to hour, till all the air
Throbs with the odors it can win?

"Never grows old!"
He groweth younger day by day,
Who knows the love of trusting youth;
The faith that shameth fraud away,—
The hate of wrong, the love of truth,—
The love that weeps at others' woes,
That joys another's good to see,—
The hope that, soaring, earthward throws
The glorious dreams of what shall be.

"Never grows old!"
Time never makes the true and good
Grow *old* with years, but brings to those
A "second childhood's" holy mood,
That gives to life a solemn close;
As sun-set, on some hallowed day,
Out-flushes e'en the beauteous dawn,
As if to shadow forth the ray
That 'waits the blest when life is gone.
The sacred calm, the joyous rest,
The filial waiting for the word
That calls them home, pervade the breast;
Nor fear of age, nor death, is stirred. L. C.

Every good scholar is not a good teacher.

DUTIES OF SCHOOL DISTRICTS TOWARDS THEIR TEACHERS.—No. 6.

I have said that teachers should be liberally paid for their services. There is no class of persons to whom the State is more largely indebted for her high position, morally and intellectually, than to the teachers of her common schools; and yet, in proportion to the value of labors performed, no class of individuals are so poorly compensated.

The great question to be solved by Prudential Committees, in the selection of a teacher, has not been, "Are you competent? Are you experienced? Have you the recommendation of a good moral or religious character?" but, "*What do you tax a month?*" and the importance of having a *good* teacher is often absorbed in the desire to obtain a *cheap* one. The consequences of such a policy are often more disastrous to a school than if the money of the district were thrown away. The most that can be said of money thrown away is, that it does no good; but money spent in the employment of an incompetent teacher, not only does no good, but does an absolute injury. A single illustration will suffice.

A young female was employed a few years since in a certain county in this State, to teach school. She never *dared* to present herself for examination, and I ascertained, by a brief visit to the school, that she was actually teaching the grossest errors in every department of study there pursued, or allowing them to pass uncorrected. *She was doing the best that she was capable of doing.* She was paid at the rate of twelve-and-a-half cents per day for her services, and boarded. This was in a district where the wealthy farmers counted their acres by hundreds, and their dollars by thousands. With them a *cheap* school was the great desideratum. They have had it, and their children are now reaping the bitter fruits of such economy. It is to be hoped, for the welfare of future

generations, that such cases are comparatively few, yet their existence in our midst, as shown by the fact that eighty-nine teachers are teaching without certificates, is but the natural result of that economy to which allusion has been made. Professional talent, skill and experience always have their price. Your teachers are what you make them. A demand for cheap teachers generally calls out an inferior grade of talent and attainment, which, because it *is* cheap, is often employed, while scores of young men and hundreds of young women, of the first talent, whose services would be both an honor and a blessing to the State, are virtually driven from the public schools to seek employments which furnish a better reward.

From the report of the Secretary of the Board of Education, it appears that the average wages paid to male teachers during the last school year was $17.44, and the average wages paid to female teachers during the same period was $7.80. From thirty to eighty scholars of all ages and grades of attainment attend these schools each term. Let us now compare these facts with corresponding statistics in other localities. In the year 1849, the average wages paid to male teachers in Suffolk county, Mass., was $67.83, and in the same county the average wages paid to female teachers was $20.53, and the average wages of teachers has steadily increased there, as appears by the fact that in 1849 the average wages of male teachers in Boston was $105.00, and in 1851 it was $124.00. The average wages of female teachers in 1849 was $25.00, and in 1851 it was $31.00, and yet the average number of scholars to each teacher of these schools, the largest in all New England, was about 58, and these it should be remembered were all of a single grade. Now, every practical teacher knows that it is easier to teach fifty scholars whose ages and attainments are so nearly alike as to admit of their being all classed together in the same study, than to teach twenty-five where it is necessary to have two or three classes in each study; and yet,

while on the one hand this severe labor is exacted from the teachers of common schools in Vermont, on the other hand, the people are unwilling to pay more than one-fourth of the wages paid to teachers in other localities, and it is to my certain knowledge no uncommon thing, in addition to all this, for the *Prudential* Committee to stipulate with the teachers that, in consideration of their magnanimity in giving them the school to teach, they shall deduct the time spent in attendance upon the Teachers' Institutes, or "make it up" at the close of the term. For the credit of the State, as well as the honor of our common humanity, it is to be hoped that such transcendent meanness will soon be among the things that were.

We will admit, for the sake of the argument, that the county of Suffolk, Mass., is better able to pay its teachers a high compensation than any county in Vermont, but does this account for the immense disparity in every point? Do the teachers in other localities perform three or four times the labor required of *our* teachers? The facts I have given show the contrary. Do they possess three or four times as much talent, skill or knowledge, as the teachers in Vermont? Far from it! The truth is, the cause of education receives far more attention there than it does with us, and their munificence to their teachers is only commensurate with their appreciation of the teacher's labors and the value of public schools.

There are many other important topics connected with this subject, so fraught with the destinies of the rising generation and the future well-being of the State and country, which are worthy of an abler pen and which challenge the attention of every lover of his country and of his race. These I will consider hereafter, unless others more competent shall undertake the task. In conclusion, permit me to say,—If I have spoken evil, bear witness of the evil; but if I have spoken the truth, let it find a place in the meditations of every true patriot; let it be kindly and candidly considered by every parent and

every citizen; let the people of Vermont, so proverbial for their hospitality, rise up with one accord and extend to the three thousand teachers of their district schools a warmer sympathy and a more enlightened co-operation; let them inspire confidence by more frequently speaking words of hope and encouragement, and cheer them and their pupils by more frequent visits to their schools; let them remove anxious doubts and uncertainties, by employing them permanently, and incite them to diligence and faithfulness by a compensation worthy of the noble cause to which they are devoted. While with but little trouble to themselves, they are thus lightening the cares and smoothing the pathway of their teachers, whom they may safely count among their most faithful friends, the good they thus confer shall return with tenfold blessing upon themselves and their children. C. A. C.

SCHOOL DISCIPLINE.

"Order is Heaven's first law," and it also is the first law of the school-room. As the teacher enters his school, if his scholars are not already quiet in their seats, his first business is to call them to order; and until order is secured it is useless to attempt anything further. The purpose of a school is the acquisition of knowledge and with it the culture and development of mind. To accomplish this purpose there must be study—close, continuous study. The mind must be abstracted from everything else and earnestly and uninterruptedly directed to the work in hand. That the mind may do this, there must be stillness and order in the school-room. A person may command his thoughts and study successfully with the war of a cataract in his ears, or amid the whirl and confusion of a city, or the din and rattle of a workshop, but it defies the power of abstraction and application of any one, to study successfully amid the confusion of a disorderly school. There is nothing like it to distract the attention and destroy the possibility of study.

Not only will the scholar that is allowed to whisper and laugh and play at his pleasure, accomplish nothing in the way of study himself, but he will prevent all around him from doing it. Nowhere is it more emphatically true than here that "One sinner destroyeth much good."

What is true of the scholar is equally true of the teacher. He can do nothing well with uproar all around him. He can neither command his own thoughts to impart instruction, nor the thoughts of his classes to receive it, and the quicker he abandons the work the better.

So far, therefore, as the prime object for which we have schools, is concerned—the acquisition of knowledge—order is the first condition of success. They are failures and worse than failures—they are schools of mischief, without it.

But the incidental results of good order in a school, are of hardly less consequence than the primary one. The simple habit of order, thus acquired—the habit of doing everything at the proper time and in the proper way, is of incalculable value. It is a very unpretending habit, but there is no other that tells more directly on the character or is a surer pledge of success.

Again, the habit of obedience—the habit of deferring to authority, which is required in a well-ordered school, is of the highest importance. It is an old maxim, "He that has not learned to obey is not fit to command." No habit contributes more directly and largely to good citizenship than the habit of obedience to authority, be it of the parent or teacher or magistrate. And few have a more direct influence in preparing the mind for willing obedience to the authority of God. Obedience is the first lesson of life. In every well-ordered home and school it is taught and enforced.

Again, in a well-ordered school, the habit of self-control will be formed, and this, also, is one of the great lessons of life. However complete may be the authority of the teacher, if the order is to be perfect, every scholar must

control himself. There will be in every school innumerable temptations to disobedience and disorder, and though in resisting them the scholar will be wonderfully helped by his fear of the teacher or his respect for him, yet at the same time, he must exercise a constant self-control, and in doing this he will be developing some of the best qualities and forming one of the best habits of a genuine manly character. The mighty man is he that rules his own spirit.

In every aspect of it, order is the first—the paramount condition of a good school. With good order, quietly maintained, no school is a failure. Without order any school is a nuisance. With leave I may say a word or two, in a subsequent number, as to how this order is to be secured. C. C. P.

PUBLIC LECTURES.

In our cities and large towns lectures at this season of the year are of such frequent occurrence, that great care in a suitable selection should be exercised. Rightly employed, they are a valuable means of diffusing knowledge, and an important element of our liberal systems of education. As those who are in the habit of attending lectures should not only exercise care in their selection, but enjoy them to the best advantage, I will state the plan which I have pursued in these particulars, and also some methods which I have found profitable.

In the first place, it should be the aim of those who attend lectures to have a wise choice, and select the best —those upon subjects which are very important to gain information. In this way, by exercising judgment, one soon finds what relates to his best interest.

In the second place, it is not well to attend more than can be thoroughly prepared for and digested. To acquire durable knowledge from the lecture, and well comprehend it, it is necessary to have some previous knowl-

edge upon the subject. To hear a lecture without some previous ideas upon the subject of it, is time wasted, and the hearer carries but little away worth retaining. Medical and law students always prepare for a lecture.

In the third place, never attend lectures solely for the purpose of pleasure, and gratifying the imagination by whatever fanciful and brilliant pictures the lecturer may draw; but note down the ideas, principles and facts, and pay attention to the style and manner. By carefully exercising the judgment and reason, the connecting links of a series of thoughts will be observed.

In the fourth place, treasure up in the memory any striking thought, eloquent sentence, or brilliant illustration of the lecture. It may be of service sometime, and a good discipline for the memory.

In the fifth place, after returning from the lecture, spend some time in reflecting upon it, and in noting down the subject; how treated, whatever important ideas or facts have been learned, and some of the best passages and illustrations which memory reveals.

By persevering in such a course, the benefits will soon be realised. A good mental habit, penetration of thought, and keen philosophical memory will be acquired. Such a course helps to form the good critic, and enables him to pass judgment upon the works of others. The same rules are applicable to sermons and lectures on religious topics.

It is by giving earnest and thoughtful attention to faithful sermons that the Bible and its lessons become deeply fixed in the mind of the listener, and may at last lead to his eternal happiness. W. C. W.

Every expression indicating that health is a Divine gift should be discarded from the language. A man prepares his own health, as he does his own house.—*Horace Mann.*

No man has a right to be second in his profession.—*Dr. Holland.*

COUNTY TEACHERS' ASSOCIATIONS.

Lamoille County.—The Association for this county held its semi-annual session at Morrisville on the 20th and 21st of December. The morning of the first day was spent in disposing of the necessary preliminary business. In the afternoon the audience, now quite large, were invited to listen to an address by A. J. Blanchard on "The Theory of Study and Recitation." The speaker proceeded to lay open and dissect the many false and pernicious theories of study and recitation so prevalent in our common schools, and then drew the outlines of the only *true* theory calculated to improve the memory, strengthen the understanding and develop a strong and healthy intellect. Messrs. C. Swasey, J. West, P. K. Gleed, A. J. Blanchard, and Rev. T. M. Merriam, participated in a free and animated discussion of the plan proposed by the lecturer.

In the evening Rev. T. M. Merriam gave a lecture on History, in which he clearly and forcibly established its importance as a common school study. The speaker exhibited a "Diagram and Digest of History," of which he is the author, which added much to the interest of the occasion. P. K. Gleed, Esq., then addressed the Association. Subject—"The Strong Will, Indispensable to the Common School Teacher." He aimed to establish the point that, while the successful teacher must be endowed with a strong will, no pursuit is better adapted than his to its attainment.

Friday morning was spent in discussing the subjects of the evening addresses. Messrs. Blanchard, Gleed, Merriam, and Dougherty participated. R. L. Perkins then addressed the Association on the importance of *Self-Knowledge* as one of the chief aims of all mental discipline. Some miscellaneous business was transacted, and the Association adjourned to meet at Cambridge on the second Thursday of May next.

Although the attendance of teachers was not as large

as the people of Morrisville were prepared to entertain, those who did attend, returned to their tasks with a deeper sense of the magnitude, importance and immortality of their work, and better prepared, both in heart and head, to discharge faithfully their toilsome and arduous duties; while the few who have labored to found and perpetuate the Association, were greatly encouraged.

P. K. GLEED, *Secretary.*

Essex County.—The Essex County Institute holden at Lunenburg, was a *perfect* success. Although the weather was boisterous, the house was literally crammed during the whole session. The interest increased to its close. Mr. Adams, with his wonted *zeal*, presented the subject of Education in so many attractive forms, that all were suited. A good choir rendered effective service under their leader, C. F. French. Appropriate resolutions were adopted, endorsing the course of Mr. Adams—also thanking the citizens of Lunenburg for their liberality. The Teachers' Association was organized during the progress of the Institute, with the following

CONSTITUTION:

Art. 1st. This Association shall be called the Essex County Teachers' Association, and shall have for its object the improvement of teachers in the science and practice of teaching, and the awakening of a greater interest in the cause of common schools throughout the country.

Art. 2nd. The officers of this Association shall be a President, Vice President, Recording Secretary, and a Corresponding Secretary from each town in the county; also a Business Committee of three, who, in connection with the President and Recording Secretary, shall appoint the place of holding each meeting of the Association, propose subjects for discussion, appoint persons to deliver Essays upon such subjects as may be selected by the Association, and transact all necessary business pertaining thereto.

Art. 3rd. This Association shall hold semi-annual sessions at such times and places as shall be designated or deemed best by said Association.

Art. 4th. Any person may become a member of this Association by signing this Constitution.

Art. 5th. This Association may at any regular meeting adopt such by-laws, and make such alterations in this Constitution, as shall be deemed proper by a majority of the members present.

Art. 6th. The officers of this Association shall be chosen for one year.

The following officers were chosen: Rev. Wm. Sewall, President; Rev. L. H. Tabor, Vice President; C. W. King, Lunenburg, Recording Secretary; a Corresponding Secretary for each town; J. E. Woodbury, Chas. W. King and Geo. N. Dale, Business Committee.

Chittenden County.—This Association met at Richmond, Jan. 4th, at half-past 10 o'clock., A. M., Vice President J. S. Cilley in the chair. Prayer was offered by Rev. T. J. Holmes, of Richmond. The opening address was by J. S. Adams. His remarks referred chiefly to the peculiar functions of this Association, which were to assemble practical teachers to discuss their various modes of management, and by means of such discussion to improve as well those modes as their own abilities to put them into effect; to bring together teachers and patrons to discuss their relative duties; to excite an interest in the cause of popular education generally, and to develop the mass of intellectual ability existing among us.

The Chair appointed the usual committees.

In the afternoon Hiram Carleton, Principal of Hinesburgh Academy, read a brief and pointed Essay. His subject was further discussed by J. S. Adams, Esq., and O. P. Ray, of Richmond.

The subject of School Government being introduced by the Business Committee, a lively discussion ensued, participated in by Messrs. Elliot, Holton, Howe, Cilley, Hamilton, Mason, Holmes, Burnham, Forbes, and Adams. Such a number of minds, of course, entertained conflicting views. All seemed to agree that the high development

in the *teacher* of such traits as energy, honor, punctuality, courtesy, firmness, and impartiality, was the only true foundation of good government in school.

In the evening Rev. T. J. Holmes, of Richmond spoke upon "Vocal Music in our Schools." Its various uses and benefits were set forth by the speaker: among these were its power to make the exercises of the school interesting and pleasant; to afford recreation while it inculcates the principles of order and harmony; to fix in the mind such moral lessons as may be contained in the words used; to cultivate the voice and enable it better to perform its rhetorical exercises, and to elevate the moral tone of the individual by means of its inherent, refining influences. J. S. Adams, Esq., delivered a lecture, entitled "Vermont and Vermonters."

On the second day Rev. C. E, Ferrin, President, took the Chair. Rev. J. H. Worcester, of Burlington, offered a prayer. Winooski was designated as the place of the next meeting. A discussion followed upon "Vocal Music in Schools," the chief point of debate being the practicability of its general introduction into our common schools. Messrs. Clark, Ray, Nash, Holmes, and Ferrin participated in it.

Mr. A. E. Leavenworth, of West Brattleboro', delivered an address upon "Physical Culture in Schools," and gave practical illustrations of the manner in which physical exercises may be conducted in school rooms. The necessity of more thorough physical culture in schools was discussed by Messrs. Holmes, Clark and Worcester; although the last two gentlemen feared that the thing would be made a hobby, and be carried to an absurd extreme.

The following resolution was adopted, after discussion:

Resolved.—That obedience to the law of our State respecting a neat and accurate school register would greatly aid in our work of improvement.

In the afternoon officers were elected as follows: Rev. C. E. Ferrin, President; J. S. Cilley, Williston, Corres-

ponding Secretary; Edgar Nash, Shelburn, Recording Secretary; W. I. Byington, Treasurer; and a Vice President for each town.

The question "How may promptness in attendance at the opening of morning and afternoon sessions of schools be secured," was briefly discussed.

Prof. N. G. Clark, of Burlington, delivered an excellent address. Subject—"The Moral Position and Influence of the Teacher."

The number of actual teachers present was ascertained to be eighty, and of those who had ever been engaged in that occupation, one hundred and twenty-five.

The thanks of the Association were voted to the people of Richmond for their kind hospitalities, and to the several gentlemen who had delivered addresses or essays at this meeting.

EDGAR NASH, *Recording Secretary.*

A COMMITTEE MAN IN SCHOOL.

We have the following good one from an authentic source:

A sub-committee of a School Board, not a thousand miles from the city of Lynn, were examining a class in a primary school. One of the committee undertook to sharpen up their wits by propounding the following question:

"If I had a mince pie, and should give two-twelfths to John, two-twelfths to Isaac, two-twelfths to Harry, and should keep half of the pie for myself, what would there be left?"

There was a profound study among the scholars, but finally one had held up his hand as a signal that he was ready to answer.

"Well, sir, what would there be left? Speak up loud, so that all can hear," said the committee man.

"The plate," shouted the hopeful fellow,

The committee man turned red in the face, while the other members roared aloud. That boy was excused from answering any more questions.—*Boston Journal.*

THE RESERVOIRS OF WATER.

They are chiefly within the earth; but there are many on the surface of the earth, of great capacity and importance. I have been more distinctly conscious of this, than ever before, since climbing one of our high mountains last summer. One of the wonders of the mountain was that we found the stream we followed to be quite large when we were quite near the top, which suggested the question "Whence the water that flows from it?" It was a wooded mountain, as most of ours are. The timber was spruce, pine and fir. The soil was light, chiefly the result of the yearly falling leaves and of decayed trunks of these trees, and was everywhere covered with a thick bed of decaying leaves in addition to which large spaces were covered with moss. This light soil and its coverings of leaves and moss were moist everywhere; but more so as we drew near to the summit of the mountain, the steep places were as wet as the more level. Here, then, is one of the reservoirs whence that stream is fed. A wide belt quite around the mountain is covered with a thick layer of sponge, which absorbs water readily, parts with it by drainage slowly, and is shaded to prevent evaporation. The melting snows of spring and the rains of summer fill it, and the clouds which so often cover the mountains (they are mists there) feed it, so that it seldom or never fails of a large supply of water, though the vallies below are parched almost to desolation. E. C.

CATALOGUES RECEIVED.

Green Mountain Institute, South Woodstock. This school is under the charge of Wm. R. Shipman, Principal; and E. B. Sherman, Associate Principal. Having a full board of teachers, access to a good village library, as well as a small and growing one of its own, and other facilities, it offers excellent advantages to the student. During five quarters it has enrolled 146 students—88 males, 58 females. The respective quarters numbered 43, 18, 50, 16, 99.

St. Johnsbury Academy. This school is still under the charge

of its popular Principal, Jas. K. Colby. It embraces two departments, Classical and English, with a specific course of study for each, extending through three years—junior, middle and senior. Winter Term, 44; Spring, 86; Summer, 30; Fall, 110. Males, 86; Females, 103; Total, 189. The Academy building has been thoroughly repaired during the past year. No pains will be spared to maintain the reputation which the school now has, of being one of the best schools in the State.

Chelsea Academy. John Paul, Principal; George F. Smith, Assistant. This school embraces a Classical and an English Department. Winter Term, 40; Spring, 51; Summer, 12; Fall, 80. Males, 48; Females, 67; Total, 115. We understand that the Principal has retired from the school, leaving it, as we suppose, in charge of Mr. Smith.

Underhill Academy. This school is pleasantly located near the base of Mansfield Mountain, in the midst of the most lovely scenery. But the latter may be said of almost every Vermont village. The facilities which this school offers to the student are good. It,also,has an English and a Classical Department, the former numbering 42, the latter 96; Total, 138. Males, 77; Females, 61. S. L. Bates, under whose judicious training the school has been for some years past, is succeeded by Geo. N. Abbott.

University of Vermont. Summary for 1860-1. Seniors, 25; Juniors, 16; Sophomores, 28; Freshmen, 32. Academical Students, 101; Medical Students, 72; Whole Number, 173.

NOTICES OF BOOKS, PUBLICATIONS, &C.

Johnson's New Illustrated (steel-plate) *Family Atlas*, with descriptions, Geographical, Statistical, and Historical. Compiled, Drawn and Engraved under the supervision of J. H. Colton and A. J. Johnson. New York: Johnson and Browning, 133 Nassau St. 1860.

It is impossible to give in our limited space, anything like an appropriate notice of this invaluable work. From the Vignette Title —Civilization, to the close, every page is executed in the highest style of the art. The Physical Maps embrace the geographical distribution and range of the principal members of the animal kingdom, a bird map, the productive industry of the various countries, and the principal features of navigation and commerce, principal features of the land, co-tidal lines, divisions and movements

of the waters of the globe, principal features of meteorology, rain map of the world, and distribution and limits of the principal plants useful to mankind. The maps of the different countries are very complete. Every family should have the work, and, once purchased, no intelligent family would part with its valuable information for many times its cost—$12.

Primary History of the United States, made Easy and Interesting for Beginners, by G. P. Quackenbos.

We have looked through this book with much interest. A history for children should be simple in style, and should not be burdened with those cumbersome details that have made our first books in history so dry and uninteresting to young scholars. The author of this little work seems to have happily succeeded in so inter-weaving the principal incidents in the history of our country, with the many thrilling anecdotes and personal adventures, as to produce a really interesting text-book. D. Appleton & Co. are its publishers, and have illustrated it with many fine wood-cuts.

THE NORTH AMERICAN REVIEW.—NO. CXC.—FOR JANUARY, 1861.

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XI.—Hunting on the Himalaya.
XII.—Tischendorf's Discoveries in the East.
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tween various religious sects and political parties, but aiming to expound and defend the general doctrines of Christianity, and the general principles of our republican institutions. Its articles are frequently republished and referred to in England, and even translated into the Continental languages, as authoritative expositions of American opinion. Republican yet conservative in their tone, they have, it is believed, contributed essentially towards the formation and guidance of this opinion.

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Atlantic Monthly—Contents for February.—Our Artists in Italy, Knitting Sale-Socks, Scuppaug, Cobbler Keezar's Vision, The First Atlantic Telegraph, Lady Byron, Getting Home Again, A Dry Goods Jobber in 1861, The Old Homestead, The Professor's Story, The Great Lakes, E Pluribus Unum, Reviews and Literary Notices, Recent American Publications.

We still continue to send this valuable monthly with the School Journal for *three dollars* per year.

VERMONT

SCHOOL JOURNAL AND FAMILY VISITOR.

VOLUME III. MARCH, 1861. NUMBER III.

SOCIETY AS AN EDUCATOR.

Society acts no small part and sustains no trifling responsibility in the great work of education.

Childhood, for the most part, is confined to the family circle. Its associations are formed amidst the endearing relations of home. Away from the strife and bustle of the world, it breathes a purer atmosphere and feels the more refining and exalting influences of love and mutual affection.

Youth is more exposed. It mingles in the village and the school with companions and strangers and receives the impress of their example. It has not yet learned to distinguish between the good and the evil, and, therefore, drinks in every influence without discrimination.

But soon childhood and youth pass away. Manhood comes laden with cares and fearful responsibility. The daily transactions of life, the public meeting, the customs, manners and laws of society, the arts, the professions; all these constitute the real life of manhood.

We may here enquire how far society is responsible for what manhood is and what it does. The educational influence of society for good or evil, is threefold, viz: the *positively bad*, the *negatively bad* and the *positively good*. A positively bad influence, implies the prevalence in community, of false views of life, erroneous principles and a decidedly corrupt state of public taste and morals. Now, it would be presumptuous to rely upon home and school

education, however pure and correct, as sufficient to prepare the mind and heart to encounter successfully such a tide of error and corruption. There is extreme necessity that early training be thorough and evangelical, but this is not enough for the safety and success of the rising generation. The influence of the wretched habits of thought, feeling and action that may often be found in community, is sufficient to counteract, neutralize, or destroy the results of the most successful early education. And this controlling influence of society is felt much earlier than is generally supposed.

Could the mother's love and pious example, control the child until early manhood, he would be comparatively safe; but how often is public example responsible for impressions made on the almost infant spirit, for a train of influences that contaminate the atmosphere of the nursery and school-room. How often has the true mother acting in all the dignity of her exalted position, by a calm and christian spirit and a pure christian example, instructed, refined and elevated her child, until under God, it seemed to be allied to the angels in its nature. And still as often, the world has come in to mar her beautiful workmanship and sometimes to destroy it. Society is responsible, therefore, for the removal from her borders of all injurious and corrupting influences.

Again, a negatively bad influence produces much evil to the cause of education.

The child comes from the bosom of the family—his heart all glowing with the kindly influences of home and with the love of the pure and beautiful. The pupil leaves the school where he has tasted the sweets of learning and felt the inspiring influence of the earnest and true teacher's example. He enters the community where there is felt no interest for the child, or his school, or his education. His warm affections meet a cold and lifeless formality. He finds little, or no sympathy. And what must be the influence of such indifference, upon the child, upon

the pupil, upon the teacher? It has a tendency to paralize every effort and well nigh destroy the beneficial results of any nominal school system.

And how does this spirit manifest itself? In various ways.

The old school-house, valuable now as a relic of antiquity, has been allowed to oppose its weather-beaten sides to the stormy winds for half a century, for want of interest to build a new one. A school meeting is warned, but not generally attended except for party purposes. A district agent is chosen, and a Teacher employed, but only to conform to custom or avoid the rebuke of a law which is universally unpopular. The *cheapest* and not the best master is sought: for the school is backward and the district is too poor to pay greater wages. The inhabitants in that district own splendid barns and comfortable houses and employ the most able servants upon their farms, and for the same reason—they cannot afford to have it otherwise. Their sheep and their cattle would, like Balaam's Ass, *speak out* against them, if their barns were no better than their school house; and their farms and their merchandise would soon waste away, if their men servants and their maid servants knew no more of their business than their School Master.

Such parents are unwilling to provide suitable books and apparatus for school purposes. They seldom visit their schools, or speak of their teacher except to criticise and censure. And thus the school begins and ends with as little profit as pleasure, and all in consequence of *indifference* on the part of those who should be the most interested.

ositively good educational influence implies the ex-
of a high tone of moral and religious sentiment; a
biding interest in the education of the young
d in school, and a corresponding course of ac-
private and public.

than half a century ago Edmond Burke, in speak-

ing of the English and French Nobility, said the French had the advantage of the English, in being surrounded by a more powerful out-guard of military education. How powerful that out-guard was against the attacks of an internal enemy, the strange history of that nation will show. But how much more wise and noble the purpose of society, to protect the rising generation, by emplanting around them the more powerful out-guard of a thorough christian education. Society should be itself a school, capable of imparting every lesson and precept fitted to elevate and enrich the human character. It should be the guardian of domestic and public education and the defence of private and public virtue.

The historian informs us that the laws of Lycurgus and Solon were only the public sentiment of the age in which they lived, and that their names have been immortalized for doing what circumstances demanded. Would that such a state of public sentiment existed among us, as would not only create wholesome laws, but the necessity for their execution, would not only make us feel the importance of education to our individual, social and civil welfare, but compel us to act in accordance with that conviction. O.

NEVER BE HAUGHTY.—A humming-bird met a butterfly, and, being pleased with the beauty of its person and the glory of its wings, made offer of perpetual friendship.

"I cannot think of it," was the reply, "as you once spurned me, and called me a drawling dolt."

"Impossible," exclaimed the humming-bird; "I always entertained the highest respect for such beautiful creatures as you."

"Perhaps you do now," said the other, "but when you insulted me I was a caterpillar. So let me give you a piece of advice—never insult the humble, as they may some day become your superiors."

There is a higher art than the art of the physician.—the art, not of *restoring*, but of *making* health.

THE HOME: HOW TO EFFECT A BETTER EDUCATION WITHIN AND AROUND IT.

Hereby, the undersigned would respectfully but earnestly solicit an interest in what may in truth be considered the fundamental Reform, the causative Cause, among the philanthropic agencies of the day. It is but faintly intimated in the title above. Please look at facts. Full one-sixth part of the time of public school-teachers, in the wide average, is taken up in the management of disorderly pupils. Of course, full a sixth part of the immense amount of money paid for school education is lost from its appropriate object. And why? Mostly because of the failure of parents in their own previous duty to these pupils. Again, how enormous the cost of our criminal courts and penal institutions! The largest part of it might be saved by elevating and purifying that first of all institutions,—the Home. Besides, how are our sensibilities daily pained, and our fears excited, by the accounts of vices and crimes in all grades of society!—injustice in business, intemperance, licentiousness, frauds, embezzlements, thefts, burglaries, robberies, fire-settings, stabbings, murders. This vast expenditure of money and these terrible visitations might be very greatly diminished by early, right, and continued culture in the home. Who can intelligently aver, who can unconcernedly rest in the thought, that reform is not here needed? Look around on the families of your acquaintance, near and far; scrutinize their moral condition; and then see if you can positively affirm that your own children are secure, even with your best care. Society around, through all its classes, must be moved and moulded anew, before any faithful father and mother can possibly be relieved from anxiety and painful watchfulness. Yes, reform in the ideas, the habits, the influences, the training of the family, *is* needed; it *must* be had, and it *will* be. The prominent, the pressing question is, *how* shall this reform be brought about?

Analogy replies and instructs. The great popular reforms of the age are carried on, in part at least, through public gatherings and the living voice. Agriculture and various other material interests are evidently advanced by associations and extemporaneous speech, and by more familiar conference of man with man. Common schools and Sunday-schools are improved by conventions and institutes, and the personal interchange of ideas and experiences. The same methods can be adopted in behalf of the family, wherein not only the smaller evils, but the gigantic wrongs, of society mostly have their unnoticed origin. The experiment, indeed, has already been tried, and an auspicious opening been made. In numerous cities, towns, and villages, chiefly in New England, meetings and discussions have been held. There has been generally a full, and sometimes a crowded attendance; and with the most encouraging results. Even some very intelligent parents have acknowledged their obligations to them as the source of new or clearer ideas, and a wider comprehension of the subject. The young have seemed as much interested as the heads of families themselves. They have felt that they were thus most essentially preparing to make and deserve happy homes of their own in the future. The numerous illustrative anecdotes have attracted the curiosity and touched the hearts of children, while they have fastened principles and ideas on the memories of the mature.

Further, during three consecutive Legislative sessions, beginning with that of 1858, a series of meetings has been conducted by the undersigned at the State House, in Boston, in behalf of those deepest and broadest foundations of the Commonwealth,—the Homes of the people. His excellency, Governor Banks, presided on the initiatory occasion; and he also opened the course of the second season. Some of the most eminent men in the community took part in the discussions, or made addresses. To this it may be added, that the Governors of New Hamp-

shire and Vermont have each presided at a meeting, in the same behalf, at the Representatives' Hall of their respective States. Thus, for the first time in history, it is believed, the cause of home responsibility, care and culture, has been carried into the Capitols of States, and made to look forth upon the people, and speak to them under the highest auspices. W. B.

A LETTER TO THE SCHOOL TEACHER.

Respected Fellow-Laborer:—Nobody more clearly perceives and more deeply feels the need of family reform than the teacher. With confidence and hope, therefore, I seek your co-operation. Will you see at once that the measure stated in the preceeding article is started in your locality? If you cannot bring the people generally together, please introduce the subject into your school. I will give you an encouraging illustration. A few boys, from fourteen to seventeen years of age, not long ago, spent weekly, for several months, an evening hour at my house, discussing, under my direction, questions pertaining to home education, and their own discipline and best welfare, just as parents might do themselves. The good sense and keen discernment manifested were surprising. They abounded in anecdotes of the family and the school. Indeed, they were all aglow, and repeatedly declared that it was the happiest hour of the whole week. Could young ladies have participated, no doubt they would have been equally interested and benefitted, and much would have been added to the zest of the occasions. Now, with such an example, will you not set apart a little time, once a week at least, for conversation with your pupils on similar topics? I believe they will take hold of them with a relish and an improvement which have scarcely as yet been imagined. I am satisfied, that if the young could be instructed in their relations to parents and teachers, and in the philosophy of their own natures and duties, and

this more especially by their own mental action, it would make an astonishing difference in their characters and conduct. Furthermore, after this easy, conversational discussion of a topic, it might be made the regular theme for composition. The writers would have the advantage of each other's thoughts and illustrations, as far as remembered, but each working them over, and inter-weaving fresh material, according to the individual diversity of taste and talent. A selection from these essays might be read aloud in the school; or, what would be much better, one evening in the week might be appropriated to the reading, at the school room. Then the parents might be invited to listen. Indeed, the children, having an educational question as an exercise from week to week, would be very likely to bring it up at home, and to seek matter for reply from their more experienced fathers and mothers. Thus would arise much family talk; and thought would be stirred and practical wisdom brought out, for the first time perhaps, where before there had been apathy and neglect and their many unhappy results. As another consequence, parents would eagerly attend the evening school-room gatherings. Indeed, out of these interesting occasions might grow such meetings as were at first proposed, embracing the whole shool-district, or possibly the whole town. I again earnestly beg you to make the trial, and see what may be the effect.

Your ever-faithful friend, WARREN BURTON.

SALEM, Mass., March 1, 1861.

A SINGULAR SENTENCE.

A late magazine contains the following singular sentence:—

"Sator arepo tenet opera rotas."

1. This spells backward and forward all the same.
2. Then taking all the first letters of each word spells the first word.
3. Then taking all the second letters of each word spells the second word.
4. Then all the third, and so on through the fourth and fifth.
5. Then commencing with the last letter of each word spells the last word.
6. Then the next to the last of each word, and so on through.

WHY WE HAVE POOR SCHOOLS.

From a Superintendent's Report.

Just now there are but few experienced teachers in the market. We have been obliged during the year to approve of those of no experience, many very young, some with qualifications at a very low mark, because this was all the material at hand. Rejecting them would have left many of the districts without a teacher. The fact is, the business of teaching, in town, does not compete with other business as to pay. We cannot expect that our enterprising young men and women will qualify and offer themselves as teachers at a price less than they can command elsewhere. Most that have offered themselves for teachers the past year have been too young to go into permanent business. If they were older, they would be away bidding for a place in the factories, or some of the various trades or agencies, where they can get a more liberal compensation than in the school-room. It should not be forgotten that wages in almost every department of business have increased largely within a few years, and there must be a corresponding increase in the compensation of teachers, or our best young men and women will not look to teaching as a permanent business. If they teach at all, it is only to fill up a little time until a more liberal offer is presented. They know that other business will bid higher for them. They do not look to this as a permanent thing, and of course have little ambition or interest for a reputation as a teacher.

There has, too, come into existence within a few years, a variety of employments that call for agents, that engage many who should be teachers. There are special schools for writing, music, drawing and painting; lectures on geography, history or astronomy. These all pay liberally, as a general thing. And those that should be teachers in the common school are engaged here, because they can get a more liberal compensation. Districts will be obliged to pay more liberally, or they cannot command in the

market our most enterprising young ladies and gentlemen as teachers. But few of the lady teachers for the summer schools have received wages above the Irish girls in the families. A young man on the farm now commands wages quite equal to most of the teachers of our schools. Money being the standard of worth, in the common sentiment, teaching is degraded in the town. Our best teachers feel it. They will not bid for business that is under par. It is simply a competition in business. The town does not hold its own in that competition, so as to command the best article in the trade, as teachers.

Other employments have been run up in pay, so as to shame the business of teaching in the common school. Let a teacher in music or dancing, or a lecturer on geography or history, offer his services, and he will command from $2,50 to $3,50, and often more, for an evening of two or three hours, while the best of our teachers in the common school, laboring six hours a day, do not receive more than one dollar—many of them not more than seventy-five cents. Let a lady with graceful airs, (no matter whether she has any education,) come into the town and put up her advertisements as a teacher in painting, or worsted work, and she is the teacher that commands the attention and generous pay. She would think her services poorly appreciated if she did not realize from one to two dollars per day; while the lady teachers in the district school are put off with little attention, with twenty-five, thirty, or forty cents per day,—a majority of them, in the summer schools, with only twenty-five cents. It is folly to think of respect for the business of teaching in the common schools, in face of this disparagement. Parents must pay less for instruction elsewhere, or more for the common school. A teacher that is capable of appreciating his position at all, will feel that his services are, or ought to be, of more worth, and command more attention, than those of the teacher of music, or writing, or drawing. He will not, if he has any self-respect, be out-

bid in estimation by a dancing-master who knows only enough to shake his heels. He will leave the business first. This is just the state of things now in town. The common school teacher is under par,—entirely out-bid in the estimation of a large portion of community.

Another thing that has caused this low state of our schools, is their neglect on the part of parents. The Registers that have been kept by the teachers, as required by law, show, in most of the districts, an entire neglect of the school by the parents. Many of the teachers never saw one of the parents of their pupils in the school-room. They show more interest in their sheep and cows than in their children. They do not trust *them* to a hired man without a personal supervision, however well the man may be recommended for the business. These Registers show, too, that parents have been careless, if not culpable, in relation to the attendance of their children. In many of the districts not more than one-half of the scholars have been present at the opening and closing of the school; and in some of the schools a large portion of the school days are marked as absent. In one school the days of absence nearly equal those of attendance. This does not result from distance from the school-room. Those near are quite as often marked absent. The village schools are generally the most inconstant and irregular. Nor is it the small scholars that are remiss here. There are more small scholars than large that show a clean Register during the year.

The Superintendent, in his visit to the schools, frequently found but a fraction of the scholars present. The teacher would apologize by saying, "Since the season for berries commenced, I have had but a few scholars, and these are inconstant." About the middle of the afternoon she is beset with requests for dismission, on the plea, "Father or mother said I might go for raspberries," as the case might be; and go the dear creatures must, and the teacher is left,—"Poor soul, all alone." Now no lady or

gentleman that has any self-respect will engage in a business that has so little esteem. The whole business will go into the hands of boys and girls that have not passed the frolicsome period of life.

Westminster, Vt. A. S.

WORK TO DO!

Work to do! Work to do!
With body, mind, and soul.
Work that will weary the body out,
Work that will torture the mind with doubt,
Work that will give to the soul a tone
Chording with love and with truth alone.

Work to do! Work to do!
For body, mind, and soul.
Teaching the body its highest power;
Gaining it beauty and strength, its dower
Hidden 'neath pleasure, neglect or want:
This is thine office—let nothing daunt.

Work to do! Work to do!
For body, mind, and soul.
Training the mind to an equipoise,
Giving to Truth an alluring voice;
Kindling enthusiasm, sacred fire
Lighting for Error a funeral pyre.

Work to do! Work to do!
For body, mind, and soul.
Souls must have freedom from Passion's thrall,
Lead them where Duty and Peace shall call;
Be their deliv'rer from sinful strife,
Angel to show them the truer life.

Work to do! Work to do!
With body, mind, and soul.
Gain for this labor,—what shall it be?
Nobler and freer heart-throbs for thee;
Good unto others thy work to know,
Good that shall make thee with rapture glow.

L. C.

SENATOR C.—A SKETCH FOR BOYS.

It was in the winter of 185—. We were stopping for a short time in Washington city, and had just been listening to one of Senator C—'s soul-stirring and patriotic speeches—a speech that won the admiration alike of friend and foe.

"Do you know anything of C—'s early life?" said I to my friend who had just been descanting on the great speech of the session.

"Do I know anything of it? Why, bless you! Yes, I know *all* about it," was the reply. "Not *quite* all, perhaps, but enough to be able to say,—'He has turned out just as I expected.'

Well do I remember the mellow autumn morning that he and his elder brother, Walter, entered Mr. B—'s 'Grammar School for boys.' They were fine, manly looking lads of fourteen and sixteen, perhaps. Walter, the handsomer of the two, had an air of gentility, spite of his hard hands, sun-browned face, and homespun clothes. William, the speaker of to-day, had then the same massive brow, the same clear blue eyes, the same air of decision, that mark him now. There was, however, an awkward bashfulness in his manner, half-pitiable, half-comic. Their father, we understood, was a poor farmer up in the Saranac country, who, by dint of his own and his boys' savings, had scraped together money enough to send them for one term to our school, as the first step towards fitting them for college. We soon found that their recitations were not to be laughed at, however it might be with their manners. William, however, was the better scholar. How he had contrived to master the Latin Grammar and translate half of Virgil on that backwoods farm, with no help but an old borrowed dictionary, was more than we could understand. Walter was a quick, showy scholar, but he lacked William's steady perseverance. Fond of popularity, with a genuine love of fun, and an easy, complying disposition, he soon became a favorite with the boys though he had

little money to spend. William was always obliging and frank, entering heartily into our lawful boyish sports, but he could never be induced to join in any attempt to deceive the master. He scorned the meanness of a lie as much as he detested its wickedness, and a little fellow we had nearly all been in the habit of teasing, more because we found he was easily vexed than from a worse motive, found in him so fearless a defender that we grew ashamed of our cowardice, and instead of being the jest of the school, little Hal soon found himself quite a hero.

There was something about William that attracted me, and when in the spring a weakness of the lungs, which I inherited, made it necessary to suspend my studies, I begged my father to send me home with the C— boys for the summer. In that little brown house on the rugged hill-side, I learned to really know and love my friend William. He labored cheerfully and constantly with his father, improving the leisure moments he could now and then find when waiting for meals, and the like, in study.

But it was there that his moral qualities shone most brightly. His mother was a woman of some culture, with sterling common sense and one of the kindest hearts. I saw that it was to her second son, and not her eldest, that she looked for sympathy and aid. To him his sickly sister turned for companionship and amusement, never in vain. His cherished books were cheerfully laid aside to read to, or converse with, her, and his little brother was always sure of attention and help from Willie, in fashioning his sleds, carts, and boxes. Besides, Willie had caught the pretty gray squirrel that he loved so much. Willie, too, had made the house for his rabbits.

In the autumn, only one of the boys could return to school, and William conceded the right to his eldest brother, but I saw the tear in his eye and knew how sorely he was disappointed."

"You make him a pattern boy, indeed," said I.

"He *was* a *most noble boy*, yet he had then *one* fault.

He was passionate. His eye would flash and his lip quiver, sometimes, at slight provocation, but he struggled manfully with his besetting sin, and even then was striving to be peaceable and gentle, as Christ was gentle.

Several years elapsed before I met him again, but I never lost sight of him. He fitted for college under difficulties which would have discouraged an ordinary mind, and graduated at —— with the highest honors. Soon after, while pursuing his professional studies, the sudden death of his mother broke up the little family at home. He then removed his invalid sister to the city where he was living with the strictest economy, hired for her pleasant lodgings, and procured for her every comfort, softening, in every possible way, the trials, and brightening the closing days, of her brief life. To do this, he was obliged to suspend, partially, his studies and find employment as a writer, for I believe he always made it a rule to 'pay as he went,' resolving not to commence life in debt."

"But the elder brother, what became of him?"

"Poor Walter! With many fine traits of character, and a superior intellect, he became the victim of his appetites. The cigar and spiced confectionery he learned to love at school, and which his richer companions were ever ready to exchange for his funny stories, created a desire for stronger stimulants.

At college, lack of means only kept him from being first among the roystering blades, and he left at the end of two years. Since then, his course has been *down—down.* He is still living in an almost imbecile state, supported by his generous brother who has sought unceasingly and untiringly to reclaim him.

And now, do you wonder that I say, while I admire Senator C.'s highly cultivated and masterly intellect, that I admire much more his unselfishness, his purity, his self-control, or, to include all in a two words, his Christian manliness."

Boys, you cannot *all* be like Senator C. in intellectual greatness, but *all* may imitate his nobleness of heart. M. E. L.

WHAT SHALL OUR YOUTH LEARN?

An ancient Philosopher being once asked, what things the young should principally learn, replied, "Those things which having become men they will most use."

The principle here involved is true or false according to the interpretation of our Philosopher's meaning. Would he say that education consists mainly in the acquisition of knowledge and that each one should learn only the science of his own future occupation, or profession? If so, his views were false.

Or did he mean that the young should be *educated* and thus qualified to act their part when they become men? With this interpretation, we make the old philosopher speak the truth and may safely dwell upon the thoughts suggested for a few moments.

What then, will the young "most use" when they become men? What will give them the most power and influence and the best fit them to fill with honor and profit, the various spheres of life?

Not mere *knowledge* of books, nor of "men and things," however accurate and extensive. Knowledge is of great practical importance to an *educated* mind, but must not be regarded as education itself. The end of education is *discipline.* The young should especially learn two things, viz: *how to think* and *how to give expression to their thoughts.* These learned perfectly, and the man would be perfectly educated. But without the power to think and the power to give expression to his thoughts, however much he may *know*, he is ill prepared to struggle with the duties of manhood. The tasks and toils and discipline of a well ordered school room, are the best calculated to give mental strength and vigor and ensure success. The power to think is acquired only by *thinking*, and thinking is study. Hence, *study* is the great business of the scholar. The teacher may direct his thoughts, remove his difficulties and encourage him to make greater application, but he cannot *think* for him. Successful study requires retire

ment and fixed attention. If the school-room is the place for study, it must be orderly and quiet and nothing foreign must be allowed to occupy the attention during the sacred hours of school. To be successful, study must be systematic, rising gradually from the less to the more difficult branches in the course; the mind must be interested and active while engaged in thought, but it must also have rest and recreation. Still another condition of successful study is self-reliance; hence the pupil should not study with his fellow, but alone. He should have only so much aid from his teacher as is *necessary* to save him from discouragement and make it *possible* for him to accomplish his task. Any assistance beyond this is a positive evil. And finally, successful study is the work of years. Mushrooms grow up in a single night, but long years of patient toil alone can give maturity to the mind—can make the *man*.

But we find so much error in theory and practice, on this subject in our day, that we may doubt whether the mushroom has not been transplanted from the vegetable to our educational garden.

The common impression that teachers and text books ought to do for the pupil the most of his studying, is not only erroneous but ruinous to the best interests of our schools. The new school book issued by some popular firm in some popular city, written by some popular author and recommended by some popular teachers, has been introduced into the school by some popular book agent, for the sole benefit of the author and vender. The subjects, it is said, are clearly explained and extensively illustrated! The author has made it so simple that little or no study is necessary. Of course, there is abundance of questions to help the pupil recite and every possible inducement placed before him to spend his time in idleness and play, rather than study. It is claimed, after all that has been said to the contrary, that "Education *is* a royal road."

Modern scholars prefer to ride rather than walk. Their conveyance must be easy and rapid, or they cannot consent to be educated. But this system in its practical application, can have no tendency to make *thinking* men and women. Let it be rejected then. But scholars should also learn to *express* their thoughts. This may be our theme for an article at some future time. O.

SCHOOL DISCIPLINE.

The first condition of a good school is order. This is admitted on all hands, and the question of practical importance is, how is this order to be secured?

In reply to this, our first remark is, this order will not be secured and maintained by the scholars themselves. There will be in almost every school, a few scholars that are there to study and for nothing else, who need not the slightest restraint, to keep them in their places and at their work. In some schools, there are many such scholars. They are a law unto themselves, and nothing but a surprise or a strong provocation, will betray them into a disorderly act. But in every school of any considerable number of scholars, there will be a few who will play and make mischief, if they are not restrained, and in most schools, a large majority will be of this class. They may not be positively vicious—they may be among the brightest and best scholars in the school—but there is an inborn love of fun in every boy and girl, and no where is the relish for it keener than in the school-room. With no restraint upon them, the school will become a school of fun and mischief, and the easy, good natured teacher will be the centre and butt of it all. No school will maintain order of itself.

In the second place, we reply, nothing will be found in the character of the inhabitants of a district, or in any thing they may say or do, that of itself will secure order in a school. The scholars may be under the most thorough discipline and implicit control at home, and receive

the most positive instructions to study and maintain order in school, and yet, if when they enter the school-room they are allowed to do as they please, the love of fun and the opportunity to gratify it, will be too much for them, and in spite of all parental influence and authority the school will be a school of play and disorder.

If there is to be order, the teacher, himself, must secure and maintain it. In doing this, he will be greatly helped by the quiet and studious habits of his scholars, and by the right parental authority they are under at home, but after all, he must secure it himself, or he will not have it. The responsibility is his, and nobody can assume it for him.

But how shall *he* secure it? Not by publishing an elaborate code of laws and relying upon that, nor by arbitrarily setting himself to work as if the only thing he purposed to do was to govern the school. Ordinarily, the longer his code, the more easily and constantly it will be broken, and the more arbitrary his way, the more he will be despised and annoyed.

The first thing to be done, in securing order, is to set every scholar quietly at work—to impress every one with the thought, that the thing to be done in the school-room, and the only thing, is study. The teacher that can diffuse this spirit of study through his whole school, will find little difficulty in the matter of order. *In* school and *out*, it is the idle heads and hands that do the mischief. At the outset, then, let the teacher, in a quiet, pleasant way, but in a way that his scholars will not mistake, come to an understanding with them, that study will be the business of the school-room, and that whatever interferes with that—all communications, all play—will be contrary to the rules of the school and cannot be allowed. It will be easier to stop the whole, than a half.

If any disorderly conduct is seen, and there certainly will be, let the teacher speak to the scholar and speak in that calm and positive way, as though he expected to be obeyed. There is a great deal in this. The scholar

quickly detects the tone and interprets its significance. If he does not instantly obey, quietly ask him if he heard what was said—as if it was assumed, if he had heard he would not have hesitated. Ordinarily, this question, asked as the teacher who expects to be obeyed will ask it, will be enough. If not, bring the matter to an issue at once. Leave not the school in doubt for a moment, as to whether the teacher's authority is absolute.

If the scholar is small, a reproof or a slight correction may suffice. But always let it be such that the scholar will not wish it repeated. If he is large, say to him you wish to see him at the close of the school. You will very certainly have one quiet scholar the rest of the day. When you have him alone, or at most with but one or two of his associates, it will seldom be difficult, by a kind, plain, earnest talk, to bring him to complete submission, and make him your fast friend and most obedient scholar. Submission secured in this way will seldom fail to be total and final. Few scholars will wish the process repeated. I cannot too earnestly recommend this method to teachers.

If the scholar remains incorrigible, and kind and plain words do him no good, he must either be summarily dismissed from school or brought to subjection by the rod. If he is very large and kind and earnest words have not affected him, blows will seldom do any good. The rod has been spared too long, and the quicker the school is rid of him the better. If he is not too large and it seems there will be for him any virtue in the rod, try it and try it thoroughly. Never let him go to his seat in unsubdued passion. The purpose of punishment, is obedience and subjection. Nothing is gained, if the punishment leaves the scholar in anger. It should be considerately, but resolutely pursued, until the submission is complete and all passion is gone. The work once thus done will not after need to be done again.

Two things are especially mischievous in a school: one is continually to threaten, but never punish; the other is

continually to punish, but never subdue. Few schools can survive such discipline. Let the words of reproof and threatening, and the blows of correction be few. Let these few be well chosen, significant and in earnest, and the scholars will be glad to have them few indeed. The rod should be the last resort, ordinarily the less it is used the better. But with it, or without it, order must be secured and the school governed.

But can *every one* do this? Can every one, with competent learning, who desires a love of study in his scholars, and with clear insight into the characters of all, rule them with easy, but absolute control? By no means. Not every one is born to teach school, any more than every one is born to command an army or rule a State. The qualities that combine to make the successful teacher, are among the highest and rarest in human character. They are a special gift, and he that has them not, will hardly acquire them by anything that can be said, and should be dissuaded from attempting the work. He that has them, will profit by every hint, and should be encouraged to make the teacher's calling the work of his life.

A well-disciplined, study-loving school, is one of the pleasantest sights in the world, and one of the richest blessings to any community, and the master or mistress of it, is worthy of the highest honor and the largest reward.

C. C. P.

What is it to be a gentleman? It is to be honest, to be gentle, to be brave, to be wise, and possessing all these qualities, to exercise them in the most graceful outward manner. Ought not a gentleman to be a loyal son, a true husband, an honest father? Ought not his life to be decent, his bills to be paid, his tastes to be high and elegant, his aims to be lofty and noble?—*W. M. Thackeray.*

"Piety stimulates the whole man to action, makes him consciously responsible to God for the use of his powers, and brings him in contact with truths and influences of the most elevating character."

"SUCCEED OR DIE"

Teacher, was that thy creed?
The motto on thy banner, when thou cam'st
A soldier to the field?
"Succeed or die!"
'Twas graven on thy shield. Unresting toil
Was the first trophy, as the grateful heart
Of many a youth, to patient knowledge trained,
Doth testify with tears; while many a man
Crowned by his Alma Mater, from the posts
Of honor or of care, remembers well
Whose strong persuasive nature led him there.
So thy first goal was gained.

But for the next,
The Excelsior of thy creed, methinks the first
Involved the second: for to die like thee,
Was but the climax of a full success,
Taking its last reward; yea, such reward,
As waiteth those, who the young shall turn
To righteousness, a name above the stars,
That in the cloudless firmament of God
Forever shine.—L. H. S.

D. P. Page, A. M., who had been for a long time a successful Teacher in Newburyport, Mass., was appointed the first Principal of the State Normal School at Albany, N. Y. On accepting the appointment he was heard to say in view of his responsible position, "*I will succeed or die.*" He entered upon and prosecuted his work with the same determined spirit indicated by this expression. The enterprise was new and unpopular in the State, but under his judicious management, and with his enthusiasm and perseverance, the school was a perfect success. He had accomplished his object and gained an enviable position as one of the leading educational men of the age. But excessive labor and crushing cares at length proved too much for his feeble constitution and he sank to his rest. He did "succeed" and he did "die." The above beautiful lines by *Mrs. Sigourney*, were written as a tribute to his memory, soon after his death in 1848. O.

MATHEMATICAL DEPARTMENT.

ERNEST C. F. KRAUSS, A. M., EDITOR.

Having been invited by the gentlemen who have thus far conducted this journal alone, to join them as co-editor by furnishing articles on Mathematics, I gladly accept this invitation and herewith respectfully introduce myself to our readers.

The mathematical department in similar periodicals generally offers problems and afterwards publishes the best solutions sent in. I shall deviate from this custom, and, since the advantage of these problems seems to me very *problematical* I shall offer but few if any. What I propose and hope to do, is, to give a slight assistance to any *teachers* who may need and be willing to accept it.

During several years of practical teaching, I have made the experience that there are some matters in mathematics (particularly in Algebra, of which I shall principally speak), in regard to which all our class-books are sufficient only for teachers who have had ample time and opportunity to make themselves very familiar with this special science, whereby they are enabled to supply by oral tuition what is wanting in the book, but too brief for most teachers of common schools, Academies, &c., who have to teach such a variety of branches that it is in general an impossibility for them to acquire this degree of familiarity with any one of them. My object, therefore, will be to speak of some of the more obscure points and to furnish teachers with means of making them plain, by giving the result of my own meditations and preparations for the explanation of such points. As an introduction I shall however first lay before our readers a short sketch of the various branches of mathematics.

Mathematics is the science which treats *primarily* of the relations and measurement of quantities; and *secondarily*, of the operations and processes by means of which these relations are ascertained. It is the *science of quan-*

tity. But it becomes an art by applying the laws which the science has stated, to practical purposes. As science, it is called *pure mathematics;* as art, *mixed mathematics.*

The science of Mathematics is divided into three branches:—

I. *Arithmetic* is that branch of Mathematics which treats of the properties and relations of numbers expressed by the aid of figures and combinations of figures; it is the *science of numbers.*

II. *Geometry* has for its object the investigation of the properties, relations and measurement of magnitudes, i. e., of lines, angles, surfaces and solids (volumes.)

III. *Analysis* generally embraces all that part of Mathematics in which the quantities considered are denoted by letters and the operations to be performed are indicated by signs.

Analysis has three branches:—

1. *Algebra,* which investigates the relations and properties of numerical quantities analytically, by means of symbols.

2. *Analytical Geometry,* which has for its object the analytical investigation of the relations and properties of geometrical magnitudes.

3. *Calculus,* which treats of the form of functions.

Algebra has again two subdivisions.

a. *Elementary Algebra,* which teaches 1st, the principles of the ordinary operations of Addition, Subtraction, Multiplication, Division, Involution and Evolution, and 2d, the investigation of the nature and properties of *Algebraic Equations,* i. e., of those in which the relations between the known and unknown quantities are expressed by these ordinary operations.

b. *Higher* or *Transcendental Algebra,* which treats 1st, of quantities which cannot be expressed by a finite number of algebraic terms, and 2d, of *Transcendental Equations,* i. e., of those in which the relations between the

quantities are expressed by the aid of logarithmic, trigonometrical and exponential symbols.

In regard to Algebra I would add a few remarks:—

Elementary Algebra may also be called a *universal Arithmetic*, for it is based upon the same principles and makes use of the same operations, but its solutions have a more general character by the use of symbols. In Arithmetic the solution of an example answers only to the particular numbers which have been considered and therefore only to one case. In Algebra, by the use of letters, we get relations which will answer to any other quantities which bear the same relations to each other. Thus Algebra furnishes us with formulas, i. e., algebraic expressions of a general rule and principle.

Another advantage of the use of letters in Algebra is, that the different quantities taken into consideration are preserved in strict distinction from each other and may thus be traced from the beginning to the end, which in the calculation of numbers only cannot be done.

The particularly analytical character of Algebra, which offers a further difference of it from Arithmetic, lies in the use of unknown quantities, while Arithmetic operates only in known quantities.

Daniel Webster said: "If we work upon marble, it will perish; if we work on brass, time will efface it; if we rear temples, they will crumble into dust; if we work upon immortal minds, if we imbue them with high principles, with just fear of God and of their fellow men, we engrave on these tablets something which no time can efface, but which will brighten to all eternity."

☞ A bevy of children were telling their father what they got to school. The eldest got reading, spelling and definition.

"And what do you get, little one?" said the father to a rosy cheeked little fellow, who at the time was slily driving a ten-penny nail into the door panel.

"Me? Oh, I gets readin', spellin' and spankin."

ORLEANS COUNTY.

At a Common School Celebration held at North Troy, Vermont, on the 2nd ult., the following resolutions were ably discussed in their order, by Rev. P. Himes of Highgate, D. M. Camp of Derby, L. C. Moore, M. F. Varney, L. H. Allen, and others, after which they were unanimously adopted:—

Resolved, That it is the duty of every teacher to read some portion of the Bible at the commencement of his school each day, and to comment upon the portion read.

Resolved, That thoroughness in teaching the different branches usually taught in our common schools, is the only sure guaranty of ultimate success for both teacher and pupil.

Resolved, That the success of teachers depends more upon the exertions of the parents of their pupils than upon their own exertions.

Resolved, That the general apathy now existing in the public mind is the greatest obstacle in the way of improvement and efficiency in our common schools.

Resolved, That that parent who neglects to visit frequently the school-room, shows conclusively the want of a proper appreciation of the blessings of education, and a great lack of interest in the welfare and future usefulness of his child.

Resolved, That the present practice of requiring teachers to "board around" the district is one of the *few remaining "relics of barbarism,"* and that that parent who is not willing to pay his just proportion of a tax for boarding the teacher in one place, is "*penny wise and pound foolish.*"

Resolved, That any person who should attempt to carry on a branch of business from which to derive his support and who should neglect the same as parents usually neglect our common schools, would justly be called *insane.*

Resolved, That the great question concerning the training of the youth of our State should be regarded as the highest that can be asked, not only by parent, teacher and philanthropist, but by society and the commonwealth at large.

Resolved, That Common School Celebrations like the

present, tend strongly to awaken a public interest in the welfare of our schools, and are therefore both necessary and beneficial.

Resolved, That a copy of these resolutions be forwarded to the Orleans Standard, and the School Journal, for publication.

W. D. CRANE, *President.*

O. N. ELKINS, *Secretary.*

From the forthcoming Bennington County Number of the Vermont Quarterly Gazetteer.

WILLIAM A. BURNHAM—THE MODEL TEACHER.

William A. Burnham was born in Derry, N. H., Dec. 29, 1805. Trained to a life of toil, he nevertheless possessed a mind thirsting for improvement, and early in life aspired to intellectual eminence. By industrious employment of seasons of respite from out-door avocations, the instructions of his father at home, and occasional attendance at the academy in his native town, he acquired the amount of knowledge necessary to qualify him to take charge of a *common school.* In this employment, undertaken first when scarcely eighteen years of age, he was uncommonly successful. Such was the reputation he acquired for tact and ability that his services as teacher were greatly in demand. Indeed the success which crowned his first labors in this employment strengthened an early predilection and led him to resolve that *teaching* should be his *life-work.* For a while he further pursued his studies at the Teacher's Seminary, Andover, Mass. In 1835 he was invited to take charge of the Preparatory Department of the Burr Seminary, Manchester, Vt. Not satisfied with ordinary attainments, he resolutely pushed on until, though comparatively unaided, he mastered not only several modern languages, but likewise the Latin and Greek, to such a degree as at least to be deemed amply qualified to take charge of the *classical* department in that institution—an institution, by the way, of which it is not too much to say, that, as a preparatory school for a college course, it

has been for many years without a successful rival in the State. With the exception of a year or two, in which he efficiently discharged the laborious duties of State Superintendent of Common Schools, Mr. Burnham remained to the close of his life, (May, 1860), connected with the aforementioned institution.

While at the Teacher's Seminary, at Andover, Mr. Burnham attained a settled hope of reconciliation to God through Jesus Christ. From a child he had known the Scriptures. His associations, moreover, had ever been strictly moral and correct; yet not until his 28th year did he find peace through the blood of the Cross. As a Christian he was very *earnest, decided, active,*—exemplifying in his walk, and inculcating not only by word, but by the *spirit* in which every duty was discharged, the doctrines he himself had so cordially and so savingly embraced.

As an *instructor*, Mr. Burnham was unrivaled. Gifted by nature with a bright and vigorous intellect, quick discernment of character, an almost intuitive judgment of the right; plain, practical and direct in his method, and *ardently* devoted to his calling, we shall not, we feel assured, institute too high a claim in his behalf, if we characterize him as—THE MODEL TEACHER. R. H. H.

[For several months past we have hoped to secure a suitable sketch of the life of the lamented *Burnham*, but have hitherto failed. We therefore give the above article place, although not quite satisfied with its brevity and consequent meagerness of detail. Wm. A. Burnham, the subject of this sketch, was never State Superintendent, we think. He was invited to the position of Secretary of the Vermont Board of Education, but declined on account of the prior claims of his family.]

A workman of Paris has recently discovered a method of preserving gas and water pipes from rust, by enveloping them in a thick coating of clay. The city of Paris has awarded him a pension for life.

EDITORIAL MISCELLANY.

The Springfield Republican says: "Miss Clark of the Bennington Female Seminary, has been negotiating for the removal of her School to Williamstown. The plan is approved by *some* of the College Faculty and *all* the students."

Wisconsin has 4,110 school districts, with 194,834 pupils,—one-third of the children of the State do not attend school. Average monthly wages of male Teachers, $24,20; of female Teachers, $14,84. During the past year; $574,-183,97 have been received for school purposes.

Illinois has 9,262 school districts, with 472,247 pupils; average monthly wages of male Teachers, $28,82; of female Teachers, $18,80. The principal of township funds, $3,494,580.

Pennsylvania has 11,577 common schools, with 585,669 pupils. Average monthly wages for male Teachers, $24,-20; for female Teachers, $18,11. Cost of common schools in the State, $2,619,477.

It is announced that the *fifth* volume of Lord Macaulay's History of England is preparing for publication, under the direction of his sister, Lady Trevelyan. It will be a continuation of that work as far as the revised manuscript was left by him. The continued narrative is complete and consecutive, with two exceptions, ending with the death of William III.

Dr. Farr estimates that in England, one person dies annually in every 45; in France, one in every 42; in Prussia, one in every 38; in Austria, one in every 33; and in Russia, one in every 28.

Rev. Eli B. Smith, D. D., President of the Theological Seminary at Fairfax, died Jan. 6th, aged 55.

Prof. C. B. Haddock, for many years Professor at Dartmouth College, and afterwards Minister to Spain, died very suddenly at West Lebanon, N. H., Jan. 10th, aged 67.

Rev. Dr. Shurtliff, Ex-Professor of Dartmouth College, died at Hanover, N. H., Feb. 5th, aged 87. O.

CATALOGUES RECEIVED.

NEWBURY SEMINARY AND FEMALE COLLEGIATE INSTITUTE.—The Summary of these thriving schools, for the past year, exhibits the following results:—Graduating Class, 12; Ladies in the Collegiate Institute, 63; Ladies in the Seminary, 156; Gentlemen in the Seminary, 181; Total, 412. Average per Term, 152. Graduates from the Institute, 116. Attendance by Terms,—Winter, 104; Spring, 225; Summer, 80; Fall, 202.

Rev. Fenner E. King is Principal, assisted by *four* gentlemen and *five* lady assistants.

WESTFIELD GRAMMAR SCHOOL.—*Fall Term of* 1859: Males, 26; Females, 29. *Fall Term of* 1860: Males, 41; Females, 44. We learn from the catalogue that "this school was chartered in the Fall of 1857, and has met with a good degree of prosperity since that time, each term increasing in interest and numbers. * * * A large and commodious building has been erected." M. F. Varney is the Principal.

NOTICES OF BOOKS, PUBLICATIONS, &c.

A Manual of Astronomy, and the Use of the Globes: by Henry Kiddle, A. M., Assistant Supt. of Schools; New York. This excellent little work, after having been in successful use for five years, is now presented in a new edition, illustrated, revised and enlarged. It is about the size of our ordinary school grammars, is well bound and neatly printed upon clear paper. The illustrations are numerous and good. The aim of the author has been "to impart to it those features which are most important and desirable in a text book of this kind." From a cursory examination, we judge that he has been very successful.

Synthesis of the English Sentence, or an Elementary Grammar on the Synthetic Method: by J. M. B. Sill, Teacher of English Language and Literature in Mich. State Normal School. This is a grammar for beginners, and embodies the oral lessons given by its author, up to the time of its issue, to his classes. It follows the classification of sentences and nomenclature introduced in the Analysis of the English Sentence by Professor Welch.

Taking for his touch-stone—*Utility to the Student*, the author has discarded all distinctions and divisions, no matter how time-honored, in which he cannot find this utility. We commend the

work to the careful examination of every teacher interested in the study of our truly noble, but sadly neglected language.

An Elementary Class Book on Astronomy, in which Mathematical Demonstrations are omitted: by Horatio N. Robinson, A. M.—This work is intended to meet the wants of those who are not prepared to study the author's University edition. "Some of the more abstruse parts of the science are omitted, and some of the more simple and elementary parts are more enlarged upon in this book, than in that." Although this is an elementary work, it is none the less scientific and logical in its treatment and arrangement of details. But few illustrations are introduced, as the author doubts their utility except in few instances. The well-known reputation of the author is a better guarantee than anything we can add in a brief notice, of the excellency of this work.

All of the above are published by Ivison, Phinney & Co., N. Y.

From S. S. & W. Wood, New York, we have received the following works:—*The New York Primer*, or Second Book: *The New York Reader*, No. 1, adapted to the capacities of the younger classes of learners, being selections of easy lessons, calculated to inculcate *morality and piety*: *The New York Reader*, No. 2, being selections in prose and poetry. While pains have been taken to introduce essays which will gratify the youthful fancy and, at the same time, strengthen and encourage virtuous feelings and a love for the truth, care has also been taken to exclude every thing having a tendency to inculcate the spirit of war, or promote a taste for theatrical entertainments: *The New York Reader*, No. 3, being selections in prose and poetry from the best writers, which are calculuted to assist the scholar in the art of reading, and, at the same time, to fix his principles and inspire him with a love of virtue. Correctness of diction, purity of style, and the *moral tendency* of the matter selected, have been the guides in the preparation of this number, and, indeed, of the whole series: *The New York Expositor*, or Fifth Book, being a collection of the most useful words in the English Language, by Richard Wiggins; to which is added a vocabulary of Scientific Terms, by John Griscom. This appears to be a very well prepared pocket dictionary. Johnson and Walker are the chief authorities for pronunciation, etc.

ATLANTIC MONTHLY.—Contents for March.—German Universities, The Professor's Story, Gymnastics, Land-Locked, Two or Three Troubles, Harbors of the Great Lakes, The Man who never was Young, The Men

of Schwyz, A Nook of the North, Behind the Mask, Diamonds and Pearls, Reviews and Literary Notices, Recent American Publications.

Quite a good number of our *Lady* friends have availed themselves of our offer, which is permanent, to furnish this excellent monthly with the School Journal for three dollars per annum.

TO OUR SUBSCRIBERS.

While a few, owing to hard times or a lack of interest, are requesting a discontinuance of the Journal, we are cheered by the encouragement and sympathy expressed to us by others, in letters enclosing pay for *one* and *two* years in advance. As we stated at the close of the first volume, we shall discontinue the Journal to no one who is in *arrears*. Those subscribers who have paid in full for one year from April 1860, may receive the remainder (*three-fourths*) of volume third for *fifty cents*. We shall continue to send the Journal to all subscribers who do not request a discontinuance. We hope the friends of the Journal will not permit the season to pass without an effort to increase its circulation in their respective vicinities. It must depend mainly for support, upon the teachers and parents throughout the State who feel interested in the cause. Our inducements to those who act are liberal, too much so for our own interest, but our desire that the Journal should reach every portion of the State, prompts us to make them. During the last three months we have distributed five hundred copies each of the Nov., Dec., Jan., and Feb. numbers, *free*, in order to bring the Journal to the notice of educators in every town in the State. We trust that those who received these numbers have used them in a way to promote our object.

We ask aid in the work to which we have been called, because we cannot do it alone. We do not come to our fellow teachers and the enlightened citizens of Vermont, as supplicants; but as fellow laborers in the noble work of training our youth for the service of the State, we ask you to stand by us, and lend the influence of your example, your pen whenever occasion offers, and your *one dollar* each per year, to make the Vermont School Journal worthy of the State and the cause it humbly labors to promote.

Our Advertising Department is appended to the *Journal* but occupies none of *its* pages. Our readers ought to know that while these additional leaves cost them nothing, we could not sustain the Journal without the aid they afford.

VERMONT
SCHOOL JOURNAL AND FAMILY VISITOR.

VOLUME III. APRIL, 1861. NUMBER IV.

DIGNITY OF THE TEACHER'S PROFESSION.

Men are to be judged by what they *accomplish*, and not by their *professed ability;* the dignity of any profession or pursuit is to be measured by its *importance* and *usefulness*, and not by any artificial standard. Somebody has said "that there are three kinds of great men: those who are born great, those who achieve greatness, and those who have greatness thrust upon them." If this statement is correct, it needs explanation. Greatness of *birth* must rely upon corresponding greatness of *soul* and *intellect*, and not upon the mere accident of ancestry, and even this will not be allowed unless evidence of the accomplishment of some noble deeds, shall accompany the demand for it. Those who have greatness thrust upon them, have no claim to the distinction.

"Pigmies are pigmies still though perched on Alps."

"Those who achieve greatness" are the men whom we honor, in whatever profession and under whatever circumstances.

And, judging of the comparative greatness of men and the dignity of their office by *what they accomplish*, what may we not claim for the teacher's noble profession? Which of the Learned Professions is more important? Is it the *Law?* Is it *Medicine?* Is it the *Gospel Ministry?* I admit that the "Ministry" was ordained of God, as the *direct* agency for the world's redemption, but even this is powerless without the school and the school-master. And who *has educated* the Lawyer, the Physician, the Minister, the Poet, the Orator, the Statesmen? Was it

not the school teacher? Indeed, the profession of teaching is the foundation, yea, the very corner-stone of all others. No other profession could have being, if the school-master was not abroad in the land. And is there not more dignity in that calling upon which the well-being, if not the very existence of society depends? And may not that man or woman who has proved an earnest and efficient teacher, and has trained hundreds and thousands, and fitted them for elevated stations of usefulness in life, claim a *small* share, at least, of that honor which is awarded to true greatness?

The office of the modern teacher is still more magnified, in view of the comparative importance of the sphere in which he acts, and the object at which he aims. The ancient teacher claimed efficiency only in one department; the modern must understand all: the ancient lived in an age of comparative darkness; the modern basks in the sunshine of the nineteenth century, when the arts and sciences have attained the highest degree of cultivation. To be a teacher in this age of the world, therefore, requires much more extensive qualifications than in those early times to which we have alluded. The ancient teacher aimed simply to make disciples to his own favorite scheme of scholastic philosophy; the modern teacher makes *men*, *citizens*, *statesmen*, and even rulers of a *mighty nation*. And inasmuch as he is more exalted, and his duties and aims more elevated, so much the more is his office dignified and honorable.

Particularly is this true of the *American teacher*. His field of labor is in the home of freedom, and his work to cultivate and develop minds that will act an important part in the drama of the world's future history. The present generation of American teachers not only occupy an elevated position, but sustain a fearful responsibility. It is theirs to mould the destiny of this great Republic. It is through their agency that the experiment of free institutions is to succeed or fail. America may prove the

last hope of the world, and if our sun of Freedom goes down in darkness, who can estimate how great a share of the responsibility will rest upon the instructors of the present generation of children and youth?

And if our experiment shall prove successful, who can tell what blessings will result to future generations and to other nations now shrouded in gloomy superstition, or crushed by the iron heel of despotism?

And again, the *religious* element in the modern system of education, adds to the moral dignity of the teacher's office. A cheerless philosophy pervaded the pagan mind. It was incorporated into their literature and science, and taught in their schools. They attempted, by the light of reason alone, to solve the great problem of human life, and the mysteries of the future world, but failed to accomplish their object. They failed to discover, by the light of nature, the simplest truths of morality and religion, and longed for more light, for something higher and holier than they had yet attained. Still they taught their own code of morals and the strange doctrines of Pagan theology.

But how powerless such teachers, when compared with those of modern times, who hold in their hands Divine Revelation, and have as their guide the example of the *Great Teacher*, JESUS CHRIST.

Socrates longed for a new revelation and expressed the belief that it would ere long be given. but he died before that light dawned upon his anxious vision. Dr. ARNOLD of Rugby, the representative teacher of our day, beheld the "Son of Righteousness," and felt the power of His "healing beams." What a contrast between Socrates and Arnold in this respect; the one a heathen philosopher, the other an enlightened Christian; both great and highly cultivated as scholars and men, but the one paralyzed by the heartless dogmas of a false philosophy, and the other inspired by the life-giving influence of the Gospel; the former bearing in his hand, the dim taper of per-

verted human reason, the latter, the blazing torch of *Inspired Truth.* And when we can fully estimate the importance of the Bible in our schools, in view of its elevating and redeeming power, we can form some conception of the dignity of the modern teacher's profession.

Revealed Christianity is an essential element in modern civilization; it is our nation's only security. Remove the Bible and the religious teacher from our schools, and you extinguish the last hope for the preservation and perpetuity of our institutions. Yield to Catholic supremacy on this point, and the ruins of our boasted Republic will soon mingle with the ashes of fallen Greece and Rome. There can be no doubt of it.

And should any of us crave more honorable distinction than to be intrusted with the educational interests of *such a country,* in *such an age as this?* Yet that dignity is ours. O.

THE SCHOOL THAT MAKES MEN.

"Opposition and persecution do more for a man than any seemingly good fortune. The sneers of critics develop the latent fire of the young poet. The anathemas of the angry Church inflame the zeal of the reformer. Tyranny, threats, faggots, torture, raise up heroes and martyrs, who might otherwise have slept away slothful and thoughtless lives, never dreaming what splendid acts and words lay buried in their bosoms. And who knows but the wrongs of society are permitted, because of the fine gold that is beaten out of the crude ore of humanity?

Here is the truth worth considering. Are you in poverty? Have you suffered wrong? Do circumstances oppose you? Are you beset by enemies? Now is your time! Never lie there depressed and melancholy! Spend no more time in idle whining. Up, like a lion! Make no complaint, but if difficulty fights you, roar your defiance. You are at school, this is your necessary discipline; poverty and pain are your masters—but use the powers God has given you, and *you* shall be master at last. Fear of failure is the most fruitful cause of failure. Stand firm and you will not fail."

"THE ROD SHOULD BE THE LAST RESORT"?

Messrs. Editors:

In the excellent article of "C. C. P." on School Discipline in your last issue, I find the sentence: "The rod should be the last resort, ordinarily the less it is used the better." I doubt the correctness of the principle here expressed; and if erroneous, it is liable to mislead young teachers who rely more upon opinions than experience. I admit the truth of the last clause, "the less it is used the better." It would be indeed better if *no* punishment was necessary in our schools; if "School *discipline*" could be entirely dispensed with; and the skillful teacher may by careful management and thorough organization, often avoid the necessity of resorting to any kind of punishment. It should be the first object of every teacher to prevent evil. But if crime has been committed, something must be done. The *authority* of the master must be maintained, cost what it may; obedience and order must be preserved. By what means? I answer, by severity, of such kind and degree as circumstances require. Your correspondent admits the utilty and necessity of the rod in school, but says, "it should be the last resort." On this point, I cannot agree with him. Crime in school is a disease upon the "body politic" which requires skillful and prompt treatment. And each form of the disease requires a specific remedy. Now suppose there be only a slight derangement of the ordinary functions of life, careful nursing, (skillful management,) will soon restore to health. That is *the* remedy. If a burning fever has seized upon the vitals of our patient, *soothing* applications must be applied; if we find him sinking from exhaustion, *stimulants* must be administered. But if mortification has commenced upon the diseased limb, and is rapidly approaching the vital parts, *amputation* is the only thing that can save life. Now would "C. C. P." argue in this case, that the use of the knife is an evil in itself, "a last resort?" To be sure, it is a misfortune that the limb has mortified, but a great

blessing that we can save life by cutting it off. This remedy is not "the last resort," but the direct, appropriate and only means of saving life,—just as appropriate as any other remedy for any other disease. None but the *quack* would advise *mild* remedies for the mortifying limb. So in School Discipline, the remedy must be adapted to the disease, the punishment to the crime. If the offence requires the use of the rod, then that is *the* remedy, the *first* and *only* remedy; not an evil, but a positive good, to be energetically and faithfully applied. Solomon's was an *evangelical* rod, and that is the kind the Teacher wants, and no conscientious scruples should prevent the use of it *whenever needed.* Moral suasion, kind treatment, should always accompany severity, but the *blow*, as often as otherwise, must come *first.* The scholar in rebellion must be subdued without delay; not persuaded, but compelled to yield cheerful obedience to proper authority. When this point is gained, kindness and confidence may be safely and profitably employed. H.

Good Books.—I charge you to culture yourselves with good books. For a good book is always the life-blood of a true soul, and it is a giver of life to all. Your friends desert you, but a good book never deserts you. Your friends flatter you, but a good book never flatters. Your enemies malign you, but a good book never maligns you. You are troubled and harrassed with cares, but a good book, with its serene and saintly presence, meets you gently to give you rest. Human plans nnd institutions change or fall, but what is written is written, and a good book never alters. A good book is like the amber of the Gods, in whose transparency the pure thoughts and lives of great men embalm themselves. A good book is a safeguard against oblivion and decay; it bridges over the gulf between the past and present, and makes the centuries kin; it is the advocate of honor as against all shame; it is the statesman of liberty as against all tyranny; it is the stumbling-block in the path of unjust kings; it is the friend of virtue, the herald of progress, the ally of humanity; and with a sublime self-sacrifice, it would make every mother a Spartan, and send forth her son to return with his shield or on it for human rights.—*Chamberlain.*

NATURE AND BOOKS.

The voice of Spring,
That calls the buds from out their cerements,
That rouses into life all that can live,
Brings to the youthful soul an impulse fresh,
A yearning after liberty that gives
A sense of wings and power to rise above
All sordid things and all restraint, and find
Enjoyment where but God and Nature dwell.

The fingers of the noon-high sun outspread
The book of summer glories, leaf by leaf,
With no more subtile touches than they press
The firmest secret springs of human hearts,
Disclosing sympathies that have their roots
Among the most exquisite fibres found
In souls, and send their branches forth to lean
Toward Nature in her softest mood. They lead
Where to the trees the brook doth daily tell
The story of its birth. How, hidden deep
In darkness, it hath trickled through to light:
As some sweet thought, by percolations, such
As mind oft takes no knowledge of, comes forth
At last a clear, cool spring, to slake the thirst
Of many a toil-worn soul.
The witchery that autumn lends the earth,
Of gorgeous hues and soft'ning veil of haze,
Steals into young hearts as the sunlight steals
To nooks the dropping leaves once shaded dark.
Brisk Winter's joys set all the soul aglow.
They mock at "scholarly" delights, and ring
Glad changes to the praise of health.

The young from all these fascinations turn
Their strong affections, with a struggle brave,
To cling to books and study, which have power
To quicken each perception of the true
And beautiful,—as on a pictured scene
The painter spreads some mellowing tint, that warms
New beauties into life,—if from their wealth
The *teacher* brings the richest stores of thought.
Or, dully taught, they may be food for dry,
Lean minds; but food the normal mind doth spurn,
Because it satisfies not one, of all
The appetites that Nature gives to mind.

Then, Teacher, what must thou have?
Full power to show the pristine beauty, truth

In all its forms doth wear; a quick'ning power,
As vivifying as the breath of Spring;
A freedom of the wing of mind, to lead
Aright the daring flight of youthful mind;
Quick sympathies with all things noble, sweet,
And tender—so that none of all the fine,
The delicate inweavings of the soul,
Be marred by thee; and *peace* must emanate,
A halo from thy soul, a calming spell
More potent than the Indian summer's dream;
And cheerfulness that ever walks with love.
Then cans't thou make earth seem all beautiful,
And Heaven all glorious, to the heart of youth. L. C.

OUR DISTRICT SCHOOL HOUSES.

What can the adult, or paying members of a district do to make their school prosperous in the highest degree?

They can do several things. In this Journal it may be well to name some of them.

I. The district should provide a convenient and commodious school house. Just what amount of money should be invested in the building, must depend on the pecuniary means of the district. Some reference is perhaps to be made also to the style of dwelling houses in the neighborhood, and the number of scholars in the school. Yet the few scholars as really need a good house as the many; and the children who live in uncomfortable homes may receive greater advantage in a room where their comfort is secured and their taste improved.

The time has arrived when in New England, a school district cannot be excusable for not furnishing a place that is neat and comfortable, where children can spend six hours in a day during at least one-half of the year. The room should be neatly finished; the seats made convenient for children of every size; the benches adapted to convenience of writing and study; and the house should be provided with a hall for clothing, a wood-house, and a fit arrangement for warming and ventilating the school-room. The house should also be thoroughly lighted, and furnished with shades or curtains for graduating

the light in a dark or sunny day. Let the house be painted, and furnished liberally with blackboards. Around it let there be a play-ground, with trees and shrubbery, that the children may have a place of their own for recreation, and not be turned into the highway to annoy travelers or be injured by passing carriages.

Let the school-house be the model building in the district. Let it not be rough, and unsightly, and inconvenient; but let it be "a thing of beauty," of itself attractive and improving to the members of the school.

Nor is the house to be made with the most rigid economy of space. It is not desirable to have our children *packed* there like stock in the cattle cars, or like slaves during the middle passage. Rather, let the ceiling of the room be ten or twelve feet above the floor, and the length and breadth of it be so ample as to afford space for classes at recitation, and that every scholar may have a separate seat.

The district which has provided a good school-house, has made a good investment for the children; and the district which is yet *wanting* in that respect, may be assured that the manners of the children will be unimproved, that their health will suffer, their studies be neglected, and, consequently, that the school money will not yield a good return. L. T.

READING.—This is a reading age, and full of all kinds of books and papers. Everybody has a paper, even to the children. The news all goes into print, and the people read it and then talk about it. All the jokes, puns, fun, pleasant stories and good lessons, are printed, and so become public property. The best of things get into papers and books. Men's best thoughts and feelings, their cutest, funniest, loveliest ideas are spread upon paper. So by reading we get the best of everything—the cream of news and knowledge. How much young people lose, then, that cannot or do not read. Reading is talking on paper, and everybody who has a tongue and loves to talk should love to read.—*Youth's Friend.*

WHAT SHALL OUR YOUTH LEARN?—No. 2.

We have urged the necessity of learning to *think*, and propose in the present article, to show that it is not less important that our pupils learn to *express* their thoughts. This is *recitation*. The utility and importance of this exercise are not fully appreciated by either teachers or pupils in most of our schools. Many seem to understand that the object is accomplished when the scholar has *learned* his lesson and been *examined* by the Teacher. But we deem recitation of vastly more importance as a school exercise; and it has important bearings upon practical life. Its object is disciplinary. Recitation like study, is wholly the work of the pupil. The Teacher may conduct the recitation but he must not *recite* the lesson. He may sometimes ask questions and deliver lectures, but never during the hour of recitation. That hour is sacred to this specific purpose.

Among the important uses of recitation, we may mention its tendency to induce study. How long would the pupils of any school continue to study faithfully, if recitations were discontinued? Would they prepare their lessons, if it was understood beforehand that they would be required only to hear a lecture? Would it induce a *thorough* preparation, to know that they would only be examined by a few leading questions? Every practical teacher fully understands how much more earnestly his pupils study when they know that they will be called upon to *recite* and *explain* without foreign aid. And this influence is felt not only by the indolent, but by every class of scholars and under all circumstances. That teacher then, who would secure to his classes all the advantages of earnest study, must demand of them, individually and daily, independent recitations.

Again, accurate recitations give distinctness and vividness to acquired knowledge. Indeed, no scholar thoroughly understands his lesson until he has *recited* it. By giving expression to his thoughts he renders them distinct

and firmly fixes them in his memory. Not only so, but he thus gains the *power* of expression which can be acquired only by practice. Hence, classes should be so small that each member can recite every day; the recitation should be so conducted, that no one can know what part of the lesson he will be called upon to recite, and each pupil should, as often as circumstances will allow, explain to the class as though he were the teacher. In this way, and in this way only, can the habit of thinking and expressing thoughts, be successfully cultivated and the vigor and strength of intellectual manhood, be acquired. Every successive step in this process, gives new power to acquire and use knowledge, and every other advantage of a practical education.

The *principal* object of recitation is the improvement of the faculties which it calls into exercise. It creates the ability to give expression to ideas in *conversation*, *writing*, *oratory* and *work*. The cultivation of the conversational powers secures one of the most desirable attainments in civilized life—a free and correct use of language,—the power to clothe our conceptions in appropriate words and to utter them with fluency and elegance.

The *ready writer* is made so only by practice and that practice is *recitation*. Every recitation is either an abstract or a composition, and every such exercise tends to cultivate fluency in the use of the tongue or pen.

Teachers of our common schools should profit by this suggestion and require their pupils to give much attention to written and verbal recitations. These, of all school exercises the most important, are usually the most neglected. Let the scholar, as soon as he is able to write, keep a journal of all important passing events, recording his own thoughts and impressions from day to day; let him be required to rehearse in his own language, the lesson he has learned and the story he has read, and to describe the scene he has witnessed; let such exercises be continued through every stage

of education, and we shall have *thinking* and *practical* men and women. The mechanic will be fitted for his trade, the citizen for the duties of active life, and the professional man for his high calling. Thinking and reciting alone have made the renowned author and prepared the orator to move a nation by his eloquence. Hence, we hesitate not to assert that our youth ought to learn how to *think* and how to *express their thoughts*. These thoroughly learned, and they are completely educated. O.

THE BEHAVIOR OF CHILDREN AT TABLE.

There is one time and one place at which an indulged an mismanaged family generally exhibit about their worst. It is the meal time and the table. How often are they the occasion at which the lower nature in the child, the animal, manifests its claws, its teeth, and its quarrelsome voracity. The call is given for the morning, mid-day, or evening repast, no matter which, and now how the creatures rush to their feeding. What a scraping and squeaking of chairs, as they drag them up or pull them back; what rattle and racket as they creep up or tumble on. Then, what hastening to the onset, cries for this or that; or, without a cry, they dash into one thing, or slash across another. Then there is the hue, perhaps, especially at the daintier articles, "Mother, he's getting it almost all. I shan't get any." The reply is snapped back: "I say I'm not getting it all; but you got it almost all yesterday, and I'm going to have my share to-day." Indeed, all law and order, if there ever were any, are entirely upset; and, perhaps, some dishes are upset, too.

There is no more strength of authority in that distracted and custom-hardened mother than there is in a wreath of steam curling up from the hot cookery. It is possible that the father's grum voice and stern look may command order; or, very likely, they may not. He, perhaps, considers the meals and the management thereat the mother's

affair, unless the uproar becomes quite insupportable.

Then he simply exclaims, "Pshaw, pshaw! what a noise you make!" and he meekly puts down his food with Yankee, tavern-like velocity, and scuds out of his own home, away from his own empire, as if to save his ears.

As it regards these unmannerly and unmanageable children at the table, there is one simple rule—it is this: If a child does not come quietly and take his own, proper place, and there wait till he is helped; and then, if he should not be satisfied with what he is helped to, in ordinary circumstances; indeed, should he behave in any way, such as would put you to the blush, (with company,) *send him away instantly.* Do not threaten, as the majority of parents do: "You shall leave the table, if you don't behave better. I tell you, you *shall.*" What cares he! He knows it is nothing but breath; he has heard the threat ever since he can remember. No; let the rule be understood and established; let it be acted on as instantaneously as the report follows the flash of a gun, only with perfect gentleness, as well as decision, on your part. There should be no harshness of voice, or roughness of hand; indeed there will be no need of it, if such shall be the well-understood rule. It may be said that the child, by some inadvertence, may make an unintentional mistake. Very well; then the certain penalty will prevent future carelessness. This would avert, perhaps, a similar carelessness, and ill manners, and confusion of countenance, when there shall be company. Indeed, so train your child, and it may certainly be done, that you shall just motion with your finger for him to leave the table, and he shall instantly obey and be gone, and all so quietly, that the persons present, possibly, shall be first made aware that he has left, by his vacant place. Thus, under all circumstances at the table, you are at ease; you have no fear; and your children are being formed at once to easy and appropriate manners, whatever be the company.

Do not, however, follow the example of a brother clergyman. "I have complied with your rule, already," he remarked, as I was commending this method of discipline. "I have sent my children away for bad behavior. But I find they like nothing better; for they have then a capital time in the kitchen with the maids." "Did you send them into the kitchen?" I asked in reply. "O, yes; where else should they go?" "Not there, I rejoined; for while you and the mother are eating the pudding, they will there be eating the pie, or the cake, or whatever nice bit the good-humored girls can hunt up to tickle their palates, and gain their favor. Oh no; that is not the way. Put each in a corner by himself, with no fellowship from anybody, or anything but his own memory, and heart and conscience. Let him feel how very lonely and how very cold it is to be shut away from the genial table, and the warm, loving hearts around, and such discipline will not often need to be repeated."

Why should there not be perfect propriety of manners at home, and in all its unguarded privacy, as well as anywhere else? There should certainly be respectful manners and language to parents there, and particularly at the table. There should be courtesy, also, to brothers and sisters; and here is a very special opportunity therefor, which ought not to be neglected. Indeed, the table is about the best possible schooling-place for manners. Every day, regularly, it presents opportunity for theory and practice. The table is the place where the sweetest family affections may be cultivated, and the heart flow around from one to another, as nowhere else. Every meal should present something new of intelligence brought by those who come from abroad. With a little effort, with a little regard for the great ends of existence, certainly this might be realized to an extent far beyond what has ever been before in the majority of families. Let the meal be the simplest,—should necessity compel, it may be nothing but bread and fruits; and yet there may be as

rich a pastime to the intellect and heart as the most abundant wealth, or even royal revenues, could afford. The table is the special place and scene of what is called hospitality. This word generally has reference to those who come in from without, but it may have a higher meaning, and be applied to those who abide together within. Each family, and loving and beloved soul in it, may have at the table, and at every meal, another and new occasion for fresh hospitality to the dear souls around. This consists in *utterance*, with the common desire to entertain, or in *listening*, with a desire to be entertained, for it is as hospitable, as well as *courteous*, to listen, inasmuch as, when one thinks he can do good by speech, he likes to be heard. How beautiful might these table-manners be, in all they comprehend as to the inner as well as outer man.

Thus a family would be prepared for propriety, grace, kind feeling, anywhere. They might sit down in the humblest abode, and with the rudest people, and still put them at perfect ease, and this without at all participating in their rudeness. They might sit in the highest circles of our country, indeed with nobles and princes, and make themselves agreeable and respected, by their charming gracefulness, joined with their pure Christian simplicity.

Finally. Do not forget the rule. *Send them instantly away.* WARREN BURTON.

SALEM, March 25, 1861.

"There is nothing in God's green earth more pleasant to behold than the face and form of a frank, ingenuous and honorable boy or girl, whose tongue is free from guile, whose actions show no prevarication, and whose whole spirit shines out in rays of purity."

The *household* is the gate of Heaven both ways—by it men walk into life and out of it.—*Beecher.*

GIVE THE BOYS A CHANCE.

Ye *adult*-erated boys, step asisde a moment, and give the simon-pure boys a chance.

Now, boys, you who still go about in roundabouts, pay attention! We have something to tell you. *What is it?* Well, keep cool and don't crowd so, and we'll tell you right off. Now listen! One of your brother boys has become a great man! Hold, that won't do. He is not a man yet. He has become a great boy! No, that won't answer; for he is yet a little boy. Never mind. Big or little himself, he has done a great thing. *What?* Just this. He, a little fellow nine years old, has composed a book, set up the type for the book, and printed the book, all with his own hands! What do you think of that, boys! *Dont believe it*, eh? Here it is. See. The title is "*Travels by Land and Water.*" It is written by Master H. D. Barnard, of Hartford. It is a little book measuring about four inches in length and three in width, and contains thirty pages. The young author gives a pretty account of his *early years*, and of his travels, which have been quite extensive. *You think he didn't write it*, do you? Hear what his father, the Hon. Henry Barnard, one of the first men in the country, says: "*The composition as it stands is all his.* It took him many weeks, but, to my gratification, *he persevered.*"

Think of that, boys! Think of writing a composition long enough to fill some thirty small pages! and then of spending the spare time of *many weeks* putting it in type! Bold enterprise, wasn't it, boys?

Where did he get his printing press? His father bought him one of Lowe's presses, which can be obtained at prices from twenty to sixty dollars, and can be readily managed by young lads.

Now, boys, many of you have fathers who are able, and who doubtless will be willing, to buy you such a press if you want one. But don't you ask for one unless you mean to use it *perseveringly*. We haven't time to tell you the various uses of this press; but they are many.

We can't stop to talk longer with you now. But, before we adjourn, let us give three hearty cheers for Master Barnard. Now, One! Two! Three! There, there, boys; that will do. Don't take off our editorial head.—*Mass. Teacher.*

SOCIAL RELATION OF TEACHER AND PUPIL.

In no other way can the teacher exert an influence upon his pupils so controlling as that he may exert by kind and considerate intercourse with them out of the school-room. In the hours of study there is a restraint upon the freedom of both parties. The teacher must assume, to some degree, the appearance and manner of one having authority. The pupils, on the other hand, feel that they are acting under authority. Every act of theirs is subject to the scrutiny of the one who stands to them, as the law has it, *in loco parentis*. He may correct or reprove at his own pleasure. He is judge and jury, and executioner too. He is a man, or, as is more frequently the case, a half-bearded youth, yesterday a schoolboy like them, now just elevated to the teacher's chair. They are boys, full of animal spirit, restless and active as the squirrel they love to chase.

But *out* of the school-room the teacher can do much to counteract the tendency to distance of feeling that is often induced *in* it. Let him meet his pupils with a friendly smile, in the street, on the playground, wherever he crosses their pathway, and he will not lose his reward.

Many a teacher, though faithful in imparting instruction and earnestly desirous to secure the improvement of his pupils, has utterly failed because he did not recognize the simple fact that children and youth are eminently social beings. With a heart naturally kind and sympathetic, he assumes the office of teacher with the impression that its kindly feelings must be buried out of sight and that he must assume the solemn and stately air of one whose wisdom is not to be questioned by his pupils, and in whose presence they must demean themselves with that deferential awe and meekness which he thinks due his exalted position!

Few young teachers enter upon the duties of their office without something of this feeling. We remember

one young man who, as he said to us, thought that the teacher must not stoop to the level of the atmosphere breathed by his pupils, but that he must put on the dignity of one superior to them in every respect. With this feeling he went into what we considered a desirable school. It embraced about thirty scholars in a quiet and well-to-do neighborhood. Among them were six or eight girls nearly as old as the teacher and in some respects nearly as good scholars. How we envied his class in grammar, as we contrasted it with our own in a mountain district with a school of eighty different scholars. What an opportunity was placed within his reach to spend a useful and pleasant winter, for his scholars were really desirous to learn. Some of them had taught, and others were looking forward to the same calling the coming summer. But his dignity must be sustained! If at noon they ventured to laugh heartily or make a jovial remark in a tone a little above the ordinary conversation, they were rebuked by the stern command to silence, accompanied by the remark that they made more noise than a pack of savages. The consequence was that he lost all influence over his school as a teacher and became in their eyes a master only.

Again, we knew a teacher who went into his school a stranger on the morning of the first day, took his station at the desk, rapped loudly to call the school to order, and introduced himself nearly as follows: "My name is Smith, and Smith must be obeyed," with other words of like import. In a few weeks those scholars were snowballing said Smith as he passed along the street, and otherwise rebelling against his authority.

We believe that teachers, and parents as well, often fail of success in training the children and youth under their care, because they try to make them act like full-grown men. They forget that they were once young like them. They would have them sedate and sober at all times, and quiet and faithful in the discharge of every

duty. Well, we acknowledge that the presence of such a scholar in the school-room does refresh the wearied teacher's eye, as he glances about the room, somewhat as we can imagine an oasis in a desert to refresh the eyes of the weary traveler. But the true teacher, who feels that he is training men and women for the active, progressive life of American citizenship, will not for a moment wish that all his scholars were thus sedate. He will see in this very activity and restlessness the hope of the State, if rightly directed by him; but, if wrongly directed, its ruin. Then will he arouse himself to his work of patient labor and patriotic love, with new enthusiasm beaming in his eye. His starched-up dignity will be dissolved in his love for his work and his desire to do his duty faithfully. He will mingle freely with his pupils, study their characters and dispositions, seeking to give to each a word in season. When he sees one becoming inattentive or indifferent to study, rightly judging that there is a cause for this state of his pupil's mind, instead of rebuking him sternly, he quietly endeavors to search out and remove this cause.

He endeavors to teach his pupils that he is their friend, one to whom they may safely confide their peculiar trials, and to whom they may at all times look for counsel and direction. He does not conceive it a sin to permit a real hearty laugh on the part of his school, whenever a fit occasion occurs. Of course, anything boisterous or rude should not be permitted, but there will be little tendency to rudeness in the presence of such a teacher. L.

BE TRUTHFUL WITH CHILDREN.—Some people tell lies to children with a view of enjoying a laugh at their credulity. This is to make a mock at sin, and they are fools who do it. The tendency in a child to believe whatever it is told, is of God for good. It is lovely. It seems a shadow of primeval innocence glancing by. We should reverence a child's simplicity. Touch it only with truth. Be not the first to quench that lovely truthfulness by falsehoods.—*Ed. News.*

"SPARE MOMENTS."

A wand'rer in a desert land,
A cup of water held in hand,
And sprinkling some upon the sand;
"Spare drops!' he cries.
His brow though fevered, parched his lips,
The precious liquid scarce he sips,
And moistens but with finger-tips
His burning eyes.

"I have enough," he cries, "of this,
These few small drops I ne'er shall miss,"
He little thinks how much of bliss
Hides in those drops!
The cup has fallen from his grasp!
The fragments now the madman clasps,
And murmurs with his dying gasp,
'Come back, spare drops!'

That water, time-drops, minutes are;
We lavish without thought or care,
This wealth on objects frail though fair;
Nor heed its worth,
To guide the soul, refine the mind,
The broken heart of woe to bind,
And virtue's highest joy to find
In blessing earth.

We have no minutes given us,
Save as a noble, holy trust,
Which we, the spirit-linked-with-dust,
Should e'er give back,
Fraught with those deeds that love bestows;
So when our life-work finished shows,
No waymarks may appear but those,
Our course to track.

A.

A schoolmaster announced to his pupils that the examination would soon take place. "If you are examined in geography," said he, "you will be asked of what shape the earth is, and if you should not remember, just look at me, and I will show you my snuff-box, to remind you it is round." Unfortunately, the schoolmaster had two snuff-boxes—a round one, which he carried on Sunday, and a square one, which he carried during the week. The fatal day having arrived, and the question being asked, "What is the shape of the earth?" the first boy, appalled by the appearance of the examining committee, felt embarrassed, and glanced at the master, who at once pointed to his snuff-box. "Sir," boldly answered the boy, "it is round on Sunday, *and square all the rest of the week.*"

"BOARDING ROUND."

In the last issue of the Journal, I find a Report of a Common School Celebration in this place, at which the following resolution was unanimously adopted, viz:

"Resolved, That the present practice of requiring the Teachers to board around the district is one of the few remaining relics of barbarism, and that the parent who is not willing to pay his just proportion of a tax for boarding the teacher in one place, is penny wise and pound foolish."

Now it occurs to me, the above resolution does injustice to a class of parents who are still in favór of their teachers "boarding round," and was perhaps originated by some one who had no experience upon the parental side of this question. I submit then that this practice is not a relic of barbarism, but a custom of well regulated and enlightened communities, and may still be defended as good policy.

It does appear to me that it is better for the school to have the teacher board in this way, as a general rule, that he may become more thoroughly acquainted with his scholars. In every school there will be found a great diversity of disposition among scholars, and it is only by diligent study of human nature as it is variously manifested that the teacher becomes qualified to restrain, prompt, control, and direct the studies, passions, thoughts and actions of his pupils.

If this be the case, that the more thoroughly and intimately the teacher is acquainted with the scholar, the better he is qualified to promote the interest of the same, then I submit that the teacher should "board round," as in doing this he will avail himself of one of the efficient means of making the necessary acquaintance.

It is only in this way also that the teacher can fully appreciate the influences surrounding the scholar at home; and his management at home may, and often will, influence

the judicious teacher in the course to pursue with him at school.

But an acquaintance with the scholar is not the only advantage gained by this so-called barbarous practice. An acquaintance with the parents and guardians of the scholars is also necessary to successful teaching, at least in common schools. All will admit that much of the teacher's success depends upon the hearty co-operation and support of parents.

How then shall this co-operation be secured and perfected but by an intimate understanding of the teacher's qualifications, merits and demerits, enabling the parent to exercise discretion and judgment in directing their support? It is not by a loud and clamorous proclamation of the ability and talents of every teacher, whether merited or not, that his success is secured, but by a timely and kindly word, fitly and truthfully spoken when needed. I submit then that it is by "boarding around" that the teacher can form a more perfect acquaintance with parents, and will be more likely, if qualified for his business, to interest them in his school and secure their hearty and necessary co-operation. I infer, therefore, that the parent who is not willing to pay his just proportion of a tax for boarding a teacher in one place, is not necessarily "penny wise and pound foolish," but may be actuated to this course by a higher consideration, even the best good of the school.

With this slight allusion to the resolution, written more to elicit the opinion of some others well qualified to give the subject a fair investigation, allow me to suggest that teachers who are not willing as a general rule to board around, under ordinary circumstances of health and convenience, may be suspected of being anxious to secure to themselves some time which would otherwise be spent more to the advantage of the school, or are too much addicted to idleness and apathy, in fact are either a penny selfish or a pound lazy. H. C. O.

MATHEMATICAL DEPARTMENT.

ERNEST C. F. KRAUSS, A. M., EDITOR.

In no science is a clear understanding of the first principles so indispensable to the pupil, to enable him to master the difficulties which a further study of the science must offer, as in Mathematics. I have seen students, who studied Logarithms and Conic Sections with some success, always troubled when they had to deal with *Negative Quantities*, and whoever has not at the beginning fully comprehended the character and treatment of such quantities, will carry this want like a chronic disease through all his mathematical studies. Let us examine and dissect them with anatomical scrutiny.

1. Any quantity, as 10 feet, 20 years, 50 dollars, is *absolute* as long as it is not taken in reference to a particular starting point. It ceases however to be such and becomes *relative*, when a particular starting point is referred to. Thus the quantities, 20 feet above level ground, 20 years after the Declaration of Independence, 50 dollars expense, are relative, for they are taken in reference to the particular starting points, level ground, time of Declaration of Independence, cash amount before such expense is made.

2. A relative quantity is either *positive* or *negative*. Namely, after a certain starting point has been stated or agreed upon, the quantities arising from this in a certain direction or sense are, either by statement or by conventional agreement, called positive, and then the expression negative is applied to such as are to be taken in the diametrically opposite direction or sense. Hence positive and negative quantities are to be called *opposite quantities*.

If, for instance, the perpendicular distances from a certain level upward are taken positive, those downward are called negative. If the horizontal distances West of a certain point are positive, those East of the same are negative; if distances North of a certain point are positive,

those South of it are negative. If a particular epoch is agreed upon for the estimation of time and time forward from thence is called positive, time backward from it is negative. If a business man making up his accounts for a certain time calls his earnings and other gains positive, he must call his expenses and losses negative, the value of his property or stock at the commencement of that time being his starting point.

3. It is sometimes said, a negative quantity is less than nothing. This is plainly absurd. How can anything be less than nothing, since this expresses the absolute absence of anything whatever? This absurdity however has its origin in the mistaken idea that 0 is only the representative of an absolute nothing. Zero can be and in some cases is, but by no means always, the representative of an absolute nothing. But it is in all cases of Numeration, Addition and Subtraction, the representative of *the original starting point* from which we begin to count. For instance: A traveler, starting from Boston, goes the first day 15 miles due West, the second day 12 miles due West, the third day 27 miles due East; where will he then be? We have $15 + 12 - 27 = 27 - 27 = 0$.

The pupil will readily understand that this 0 does not mean an absolute nothing, for it neither says that the man has not been traveling at all, which would be contradictory to the statement, nor that after his travel he was at no place whatever, which would be nonsense, but simply shows that he was again at his starting point. This example furnishes us in the meantime a good illustration of the difference of absolute and relative quantities. The man having traveled one day 15, the next 12, the third 27 miles, the absolute extent of his travel was 54 miles; but the relative distance, i. e., his distance in reference to his starting point, is 0. And it is obvious that two quantities which are absolutely taken equal, will, if the one is positive, the other negative, balance or cancel each other.

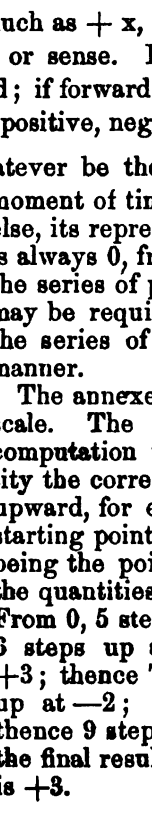
Thus $+9 - 9 = 0$; and $+a - a = 0$.

Suppose now a man starting from a certain place goes 20 miles North, which direction we will call positive, his distance will be + 20 miles. If then he turns round and goes 40 miles South, (whereby of course he passes his starting point,) his distance will be — 20 miles, i. e., + 20 — 40 = — 20.

The absolute distance from the starting point is in both cases the same, but the negative sign before the latter 20 indicates that the direction of this distance is the opposite of that of the former. We see therefore that a negative quantity is as much as the positive quantity which contains the same number of units, — 5 is as much as + 5, — x as much as + x, but it is to be taken in the opposite direction or sense. If upward is positive, negative is downward; if forward is positive, negative is backward; if gain is positive, negative is loss, &c.

4. Whatever be the *concrete* starting point, a place, a moment of time, an amount of money or anything else, its representative, the *abstract* starting point is always 0, from which we form in one direction the series of positive numbers to any extent that may be required, and in the opposite direction the series of negative quantities in the same manner.

The annexed diagram represents a part of this scale. The primary starting point for every computation is at 0. For every positive quantity the corresponding number of steps is taken upward, for every negative one downward, the starting point for every quantity after the first being the point last arrived at. Thus, to unite the quantities +5+6—8—7+2—4+9, we have: From 0, 5 steps up we are at +5; from thence 6 steps up at +11; thence 8 steps down at +3; thence 7 steps down at —4; thence 2 steps up at —2; thence 4 steps down at —6, and thence 9 steps up we are finally at +3; hence the final result of uniting these given quantities is +3.



EDITORIAL DEPARTMENT.

Light and Shade in Editorial Life. We have been very much gratified and encouraged by the promptness of many of our friends, in sending in the *dollar* for the *Journal* and *Gleanings*, the *three dollars* for the *Atlantic Monthly*, *Journal* and *Gleanings*, and the *fifty cents* for the remaining part of the year, from April to Jan. 1862. Will all such as have thus favored us, please accept our thanks. The *Ladies*, as usual, are among the first to avail themselves of our liberal offers. *They* understand that our *subscribers* receive all the profit to be realized from this enterprise, and are willing to encourage us by such co-operation. We are under special obligations, also, to our *voluntary* agents, who have made special efforts to increase our circulation.

Our cause seems to have friends, and perhaps none could be found willing to be called *enemies*. Still, there is in the State, an alarming *indifference* as to the prosperity of our schools, and the subject of popular education in our state.

May we not regard the degree of willingness manifested, in sustaining our enterprise, as a fair test of the interest felt on this subject? If so, how does the matter stand? As before stated, we have distributed within the last three months, *free* and in every town in the state, more than 1500 copies of the Journal, still there are 75 towns in which we have not a single subscriber. From one of our largest towns, where there has been a popular Academy for more than forty years, our agent writes, "sorry I am to say it, I have concluded that it is of no use to try to get up a club for your highly commendable journal. I have been over a larger part of the town, and there appears to be much less interest than I supposed there *could* be, in such a work." That this estimate is correct, may be inferred from the fact that this agent procured only *two* subscribers, and even these at club prices! We ask no

man to subscribe for the Journal as a *personal* favor. We urge his own interest, the interest of his family, his district, and the interests and honor of the state. The cause of popular education in the 19th century, must be sustained; and shall Vermont falter, or refuse to share this responsibility? Is there a *live teacher* in the state who has not interest enough in the cause, to take the *Journal!* If so, what are the symptoms by which we may distinguish the *living* from the *dead*? Our table is loaded with excellent educational journals, from every part of our country; from New England, from the great *West*, and the *Sunny South*. And shall *Vermont* fail to sustain such a Journal as *her* character and reputation demands? We repeat it, the *Vermont School Journal* must be sustained. Upon whom may we rely for aid and encouragement, not only to sustain, but to make it better? Friends, we ask you again, to lend us your assistance. Canvass your respective neighborhoods for new subscribers; continue to send us brief and carefully written articles upon practical topics connected with the school-room and the family.

We are not unmindful of the favors we have already received by way of valuable contributions for the *Journal*. O.

MISCELLANY.

SPECIAL OFFER.—To Female Teachers of our Common Schools, we will send the *Journal* one year (Vol. III) for *fifty cents*, or the Journal and a copy of the *Gleanings* for *seventy-five* cents. We are induced to make this liberal offer, partly from the desire to bring the Journal into the hands of our practical teachers, and partly because our female teachers are so poorly paid for their services.

WANTED.—A few energetic and responsible agents to canvass for the Vermont School Journal.

Massachusetts has provided liberally for the education of her teachers. She has four State Normal Schools; at *Salem*, *Framingham*, *Bridgewater* and *Westfield*. The two

first educate female teachers only; the others admit teachers of both sexes. The tuition is free to all who intend to teach in the public schools of the State; pecuniary aid is also given to Massachusetts pupils when needed. Text-books are furnished mostly from the libraries of the schools.

New York has one Normal School, located at Albany. She has also a reserved fund in the hands of the Regents of the University, which is appropriated to pay the tuition of common school teachers, (forty in each county,) during four months of each year, under instruction in two Academies appointed for this purpose.

Vermont has no Normal School and pays but a mere pittance for the education of her teachers!

Indiana has 514,468 pupils between the age of 5 and 21 years, but only 215,078 have attended school during the past year. The school fund of the State amounts to over $6,000,000.

The School Master is abroad.—There are more than 1000 Teachers in the single city of New York. Boston has 533 Teachers and 32,641 pupils.

Married.—At West Bridgewater, Mass., Feb. 12, Prof. A. Crosby, Principal of State Normal School at Salem, Mass., to Miss Martha, daughter of Joseph Kingman, Esq., of W. B.

Mr. Benjamin Holt, for many years a teacher in the Hawkins street School in Boston, died at Lancaster, Mass., on March 9, at the age of 87 years and 7 months. He married a daughter of Rev. Thomas Baldwin, D. D., for many years pastor of the Second Baptist Church in Boston, and was the father-in-law of William D. Ticknor, Esq., senior member of the publishing house of Ticknor & Fields.

Rev. James Upham, D. D., has been unanimously elected President of the Institution at Fairfax, Vt., vice Dr. Eli B. Smith, lately deceased.

Prof. Samuel Elliot is to be inaugurated as President of Trinity College, Hartford, Ct., on the 8th day of April.

HAS NOT HAD THE BOOK.—We forwarded a bill to one of our subscribers to whom we have sent the Journal for the last year, and have received the following reply:

"I Hav not had the Book That you dune me For and thare fore doe not expect to pay for it." E. W. T.

Ought we not to excuse the fellow under the circumstances?

GIRARD COLLEGE FOR ORPHANS, at Philadelphia, is in a prosperous condition. Number of pupils 361; expenditures for the last year $80,000, or about $220 for each orphan. SAMUEL H. PERKINS, Esq., President of the Board of Directors, and WM. H. ALLEN, D. D., President of the Faculty of Instruction. It is said that the College is under decidedly religious influence. How this can be while the *infidel* will of its founder is unbroken, is more than we can understand. O.

WASHINGTON COUNTY TEACHERS' ASSOCIATION.

Pursuant to a call by the Directors, this Association met at the commodious Central School House in Waterbury, Friday, Feb. 15th, and was called to order by the President, at 10 1-2 o'clock A. M. Prayer was offered by Rev. Mr. Luce of Waterbury.

The report of the last meeting was read. The president announced the discussion on the question,—"Is it judicious for a parent to compel his child to attend school?"—which was ably sustained by Messrs. Clark, Durkee, Luce, Stone, J. G. and S. Stimson. The general conclusion was that the affirmative was the right side of the question.

AFTERNOON.

The Association met at 2 o'clock. Mr. J. S. Spaulding delivered a lecture: Subject,—Arithmetic. Miss Hattie Newton read an essay: Subject,—The Teacher's Work. Remarks were made on the subject of teaching scholars to think, by Messrs. Stone, Parker and Spaulding. The prevailing idea was, that the scholar has gained much when he has learned how to think; that he must learn *facts*, to be sure, but he is well educated if he has learned to think properly.

The Association then adjourned, to meet at the M. E. Church at 6 1-2 o'clock P. M.

EVENING.

Met in the M. E. Church, at 6 1-2 o'clock. Mr. Spaulding

moved to change the Constitution, so as to have the regular meetings of the Association held on the second Friday and Saturday of June, of each year. The resolution was laid upon the table.

Mr. E. P. Stone delivered a lecture: Subject,—Work. The resolution discussed at Montpelier, at a previous meeting of the Association, to wit,—"Resolved, That the efficacy of our public schools depends more on *home* than on *school* influence, was taken up and discussed by Messrs. Spaulding, Ballou, Jordan, Stone and Parker. There was a diversity of opinion in regard to it, but many hints were thrown out which parents and teachers would do well to remember.

SATURDAY.

The Association met at 10 o'clock A. M. Prayer was offered by Mr. Gorham of Montpelier. The report of yesterday's meeting was read. The subject announced on the programme, to wit, The Best Method of Conducting a Recitation, was then considered by Messrs. Spaulding, Gorham, Luce, Ballou, Stone, Greene and Parker. This discussion was very interesting and profitable.

AFTERNOON.

Met at 1 1-2 o'clock. The *School Journal* was then presented and recommended to the Association by Messrs. Parker and Spaulding and a subscription list circulated. A contribution was then taken up to defray the expenses of the Association. Miss Felt read an essay: Subject,—The Character of Society Determined by Common School Influences. Mr. Gorham then delivered a lecture: Subject,—Reading.

On motion of Mr. Spaulding the following resolution was adopted:

Resolved, That the thanks of this Association are hereby tendered to the inhabitants of Waterbury for their generous hospitality, in entertaining the members of the Association.

On motion of Mr. Luce, it was

Resolved, That the thanks of the inhabitants of Waterbury, and of this Association, are due, and are hereby tendered, to Messrs. Spaulding, Stone and Gorham, for their able and instructive lectures, and to Misses Newton and Felt for the finely written, and instructive essays with which they have favored us. Passed.

Mr. Spaulding then introduced a resolution requesting the Secretary to prepare and forward his report of this meeting for publication in the *School Journal*, and in some paper in Washington County. Passed.

Mr. Spaulding moved that when we adjourn, it be to meet at Northfield, on the first Friday of June next. Passed.

A doxology was then sung, and the Association adjourned.

This meeting of the Association was quite interesting. The attendance was very respectable, the discussions quite warm and spirited, the lectures and essays well prepared and delivered, and nothing seemed to be lacking to make the meeting one of much pleasure and profit. ALBERT CLARK, *Secretary.*

NOTICES OF BOOKS, PUBLICATIONS, &c.

Sargent's Original Dialogues.—This work is prepared to accompany the *Standard Series* by the same author, Epes Sargent. It contains *fifty-five* dialogues. The subjects,—Friends without knowing it, Rolling Stone, Honesty without Policy, Lying Rides on Debt's Back, Brother's Choice, Hero through Cowardice, Be Courteous, etc.,—sufficiently indicate that the work is intended to exert a healthful influence, as well as to please. We can heartily commend it to teachers and parents as an excellent book for school and family reading and representation. Published by John L. Shorey, Boston.

Power of Religion on the mind, in retirement, affliction, and at the approach of Death, exemplified in the testimonies and experience of persons distinguished by their greatness, learning, or virtue. This excellent work contains brief and terse sketches of over *eighty* persons, from Job and Solomon down to Sir William Jones. It contains much useful biographical information, and many moral sentiments, as well as reflections of a religious nature. The author, Lindley Murray, who wrote the grammar studied by so many of our parents, in his last will bequeathed certain funds to trustees in America, his native country, for the gratuitous distribution of "Books calculated to promote piety and virtue, and the truth of Christianity."

By his liberality this work is furnished by S. S. & W. Wood, 389 Broadway, New York, for *twenty-five* cents, although strongly bound in calf and containing 372 pages.

The Sabbath School, a superior collection of choice tunes, newly arranged and composed, and a large number of excellent hymns. This little work is gotten up in a neat and attractive form, and is substantially bound in cloth. It pleases us the best of any similar work we have seen.

Published by Horace Waters, 333 Broadway, New York.

The Mother's Scripture Question Book, 248 pages, consisting of questions and answers upon various portions of the Bible. This book will prove a useful help to parents in Sabbath instruction. S. S. & W. Wood.

The Atlantic, for April, presents the following attractive table of contents:—April Days, Professor's Story, Bubbles, Cities and Parks, Life in the Iron Mills, Reign of King Cotton, Glimpses of Garibaldi, Two or Three Troubles, Marion Dale, Charlestown under Arms, Reviews and Literary Notices, Recent American Publications. Mrs. Harriet Beecher Stowe's New Story—Agnes of Sorenti—will be commenced in the May number.

Harper's Monthly, for April, is upon our table with the following rich repast:—Three Months in Labrador, Dish of Capon, Chapter on Mites, Rarey, the Horse Tamer. The foregoing articles are illustrated, and are instructive as well as entertaining. Besides, there are, Adventures of Philip, by Thackery, and many other articles. We regard the Monthly Record of Current Events as worth the cost of the Journal. The Editor's Table is always good. Subject this month—Point of Honor. The Editor's Easy Chair and the Foreign Bureau are racy and full of interest, and the Editor's Drawer is "chuck full" of anecdotes that might cause one to laugh if met with unexpectedly.

Arthur's Home Magazine, and *Peterson's Lady's National Magazine*, are both upon our table, enriched by fine steel engravings, wood-cuts, the latest fashions, patterns in all the fancy work of ladies, receipts in housewifery, etc., with an abundance of light reading. Excepting the latter, we consider the contents worth the cost ($2 per year,) ten times over.

The Mathematical Monthly maintains its high character.

*** Volumes First and Second of the Vermont School Journal, unbound, can be obtained for *one dollar*, or *fifty cents* each, on application to A. E. Leavenworth, West Brattleboro, Vermont.

Loss of Hair.—Much of this deprivation is caused by sheer neglect after illness, or some other drain upon the follicles at the root of the hair. Dr. Bellingham, of London, has identified his great name with a "*Stimulating Onguent*," invented by him expressly to meet such emergencies. Messrs. H. L. Hegeman & Co., of New York, now have the entire agency for the American continent. This is quite a sufficient endorsement of the universal reputation of the article. See their advertisement.

VERMONT
SCHOOL JOURNAL AND FAMILY VISITOR.

VOLUME III. MAY, 1861. NUMBER V.

PHYSICAL CULTURE.

In what does this culture consist? Simply in employing those means which are essential to the preservation of the bodies which our Creator has given us, in the full enjoyment of their natural health and vigor. It is strange that the American people should so far have overlooked the fact that activity is life. From infancy, even the farmer boy is taught to feel that exercise and work are irksome, and in the golden dreams of his boyhood and youth he looks forward to the time when he shall no longer be required to labor, but may live at his ease, in the enjoyment of luxury and pleasure.

It is a mistaken idea that work is the curse pronounced upon man. The ground was cursed for man's sake; that is, to give him *work.*

Nothing in nature is idle. Its universal law is change, action,—work, if you please so to call it. You look abroad upon the fields. Everything in inanimate nature is undergoing the changes produced by this universal law. Every leaf is active. In every fiber of the plants, could we see its workings, we might detect its influence.

What is there, where there is no action? Nought but death. Action is life. Stop the action going on in the trees, the plants, the grasses, and death ensues. Even at the season when all seems at rest in Nature's domain, were we to dig down beneath the sway of Winter's stern scepter, we should find ceaseless activity in Nature's workshop down there. Every root, even to its tiniest fi-

ber, would be found busy in collecting the material to be expended during the summer months, in clothing the tree, shrub, plant, grass, and flower, with their beautiful adorning of green. We should find Nature's artists at work, gathering the delicate hues and the soft shades of coloring with which to paint the flowers of spring and summer, giving to them touches of beauty which man in vain strives to imitate.

Action is always healthful. Says Cowper:—

> "By ceaseless action, all that is, subsists,
> Constant rotation of the unwearied wheel
> That Nature rides upon, maintains her health,
> Her beauty, her fertility. She dreads
> An instant's pause, and lives but while she moves."

In the culture of the child, one of the first lessons he should be taught is,—that his body is given to him by his Creator as a casket in which to keep that priceless jewel, his immortal mind. While in it is that mind to be developed and polished and made fit to sparkle in his Master's crown in Heaven. He should be taught, that if he neglects the proper care of the casket, the jewel is in danger of becoming tarnished and irreparably injured.

The connection of the body and mind is so intimate that the latter must suffer with the former. The saying of the ancients, *mens sana in corpore sano*, is not an empty phrase, but is fraught with meaning that should cause us to pause and ponder well our goings. Has not our Creator placed within our reach a knowledge of those laws which, if observed, will secure to each of us *a sound mind in a sound body?*

What, then, is one of the chief means by which this result may be secured? It is *exercise*, daily, regular and moderate. The necessity of this is imperative.

> "The law by which all creatures else are bound,
> Binds man, the lord of all. Himself derives
> No mean advantage from a kindred cause;
> From strenuous toil his hours of sweetest ease."

A second and equally imperative means, is the forma-

tion of *correct habits.* These have very much to do with the health of our bodies. It is a lamentable fact that the American people have greatly deteriorated in physical vigor, during the last half century. On every side of us we see evidence of the alarming physical degeneracy to which our people are hastening. And next to a growing distaste for business that requires work, nothing is doing more to produce this state, than the many injurious habits that have crept in upon us as a nation. If we were rightly trained from infancy, sickness and effeminacy would be rare. Our youth must be early taught to feel that the use of tobacco, intoxicating liquors, or confectionery, is shortening their lives; that even the irregular or immoderate use of wholesome food is injurious, and that health is ever prior to fashion. Then would the temptations to disregard the laws that govern the healthy development of the body, have little influence upon them. There is little temptation to any of us to take a knife and cut his throat because some one else has done this foolish thing. Why should it be any more a temptation to indulge in these habits because others do, did we know and feel that the day of reckoning will surely come for every infringement of the laws of health, and that the longer it is delayed the more fearful it may be?

Intemperance consists not merely in indulgence in the use of the cup that intoxicates. Noah Webster defines it to be, "in *a general sense,* want of moderation or due restraint; excess in any kind of action or indulgence; any exertion of body or mind, or any indulgence of appetites or passions, which is injurious to the person or contrary to morality; as, intemperance in study or in labor, in eating or drinking, or in any other gratification." If this definition is correct, the two means of promoting physical culture, which have been set forth in this article, namely, *exercise* and *correct habits,* may be appropriately and forcibly expressed by one word, Temperance. L.

STUDY PHYSICAL GEOGRAPHY.

No one of the physical sciences has greater claims upon our attention, or can have a more beneficial influence upon practical life.

Physical Geography contemplates the "life of the globe" and regards its structure as designedly adapted to the wants of human society, and the various changes which are constantly going on in and around it, as means conducive to human convenience and welfare. This science charms us with its wonders, and delights us with the utility of all its revealed facts. We may contemplate the light and heat of the sun not only as forces to guide the planets in their orbits and light comets in their flight, but may recognize in the coal fire or burning gas, the identical light and heat which came from the sun centuries ago, and have been stored with watchful care, in the bowels of the earth, for the use of man. Physical Geography teaches us that the most common things with which we are familiar, are the important agents in the physical economy of our planet. Take for instance, a glass of cold water from the gushing spring; we may recognize in it a few drops of the very same which watered the garden of Eden when our first parents were there. Escaping from thence through the veins of the earth, into the rill that feeds the rivulet and river, they were borne off to the sea; passing along in its channels of circulation, they were conveyed far away by its currents, and ere long, rise to the surface to feed the winds with vapors, and supply the hill side and the valley with dew and rain. All these little vesicles have taken up heat from the Southern clime, where it would have become excessive, and, like invisible couriers of the air, have borne it through the upper sky to regions more frigid. The mountains have drawn this latent heat from the vapory cloud; it becomes condensed into rain which falls in tiny drops to the earth.

Now what have these rain drops accomplished? They brought heat from the sea in the Southern hemis-

phere, to be set free in a more rigorous climate, that the air may be tempered to the tender blade of grass and the "shorn lamb;" they minister to the growing vegetable, and provide meat and drink for man and beast. Now they eat away our mountains and fill up the valleys, and then, loading themselves with the lime and salts of various minerals, they go bounding back to the sea, and on their way, turn mills, drive machinery, and transport merchandise, in the service and for the convenience of man.

In the ocean, they join the currents to be conveyed to their appropriate place, bearing food to the inhabitants of the deep, and materials to be elaborated into pearls, corals, and islands, in the workshops of the sea.

This is the mission and utility of water. And how interesting and useful the science that reveals and explains these facts. The student of Physical Geography may regard air, earth, sea and water, as the organs of the Globe, each having its own office, and performing its own part, in the terrestrial economy.

Viewed in this light, fire and heat, frost and cold, light and darkness, deserts, winds, and water, all have their influence in producing the life and loveliness which adorn the earth, and all join in one universal harmony in the grand concert of nature.

Why then, should not Physical Geography become a prominent study in our schools? It is a branch (and one of the most important) of *Geography* which is defined "a description of the earth;" its facts are in the highest sense useful and important, and its influence as a study, is eminently christianizing. O.

"William," said a teacher to one of his pupils, "can you tell me why the sun rises in the east?" "Don't know, sir," replied William, "'cept it be that the yeast makes everything rise." Teacher fainted.

Between passion and lying there is not a finger's breadth.

VACATION.

Listen, for the birds are singing
Songs of gladness sweet and clear;
Listen for the air is ringing
With the chorus, "Spring is here."

Flowers are smiling in the valley,
Hills are clothed in verdant green,
Brooks are gliding o'er the meadow,
With a pure and crystal sheen.

Yes, my school-mates and my teachers,
Spring with all her joy is here.
Yes, there's sadness on our features,
In our eye the glistening tear.

Friends of happy hours we are leaving,
Some again we may not meet,
Other scenes and friends await us,
And we go with willing feet.

Some to homes of joy and gladness
Hasten with a bounding heart,
Some for scenes of care and sadness,
With a lingering step depart.

Thus we leave you, gentle school-friends,
With this little word to tell
All the language of our bosom,—
Till we meet again,—*farewell.*

L. P.

THE SUBLIME AND RIDICULOUS.—An amusing error of the press occurred in the Springfield *Republican* recently, when an article about a sermon by an eminent divine got mixed up with a dog story in this funny way :—"Rev. James Thompson, rector of St. Andrew's church, preached to a large concourse of people on Sunday last. This was his last sermon. In a few weeks he will bid farewell to his congregation, as his physicians advise him to cross the Atlantic. He exhorted his brethren and sisters, and after the expiration of a devout prayer, took a whim to cut up some frantic freaks. He ran up Timothy street to John, and down Benefit street to College. At this stage of the proceedings, a couple of boys seized him, tied a tin kettle to his tail, and he again started. A great crowd collected, and for a time there was a grand scene of noise, running, and confusion. After some trouble he was shot by a Jersey policeman.

ANCIENT SCHOOLS AND TEACHERS.

We can know but little of the rise and progress of education among the ancients. The establishment of schools must have been co-eval with the origin of science. No doubt they were in operation long before the existence of written language; yet, at this epoch, everything pertaining to education was in a very imperfect condition. The first great school was human society; exercised by common wants and common desires, man formed a language for the communication of his ideas.

The Hindoos and the Egyptians first used hieroglyphics or pictures to convey intelligence. At a later period the Phœnicians invented the alphabet and gradually formed a written language. From this time, we may suppose the school proper was established.

But the schools of the ancients were very different from those of modern times. They were not established for the people, but for the instruction of a few individuals more favored than the rest. The idea of universal education was not conceived in these early times, and even in modern times, has had but little application, except in our own age and country.

The object of the schools among the ancients, was to teach the peculiar tenets of some favorite system of Philosophy. Each teacher labored zealously to instill his own sentiments into the minds of those who came under his instruction, and each devoted himself for life to one particular subject. The learners of that day were not pupils, but disciples and followers. They received their instruction, not in school-houses, but in fields, groves and public squares; not so much from books, as from lectures, discussions and conversations.

The names of these early teachers cannot be mentioned without reflecting honor and dignity upon our profession. *Copernicus*, *Socrates*, *Plato*, *Pythagoras*, *Aristotle* and *Seneca*, were men whose memory still lives, and whose laurels

will never wither. They felt that to educate mind, to unfold its powers and capacities, to qualify the man for his duty and his destiny, was the noblest employment of Humanity. And under the influence of this conviction they labored earnestly and effectually, and their works do follow them. Generation after generation has done them reverence, and their instructions have quickened the intellects and enlarged the hearts of thousands who have imbibed the rich lessons of their philosophy. O.

DO THEY TEACH FOR MONEY?

"In the vocation of teaching he earned the money that supported him while he studied law." This was said of a man who afterwards gained distinction in the political world, and it might have been designed to indicate commendable perseverence under difficulties, but it is no credit to the *School-master*. It ignores teaching as a profession and recognizes it as only a secondary and mercenary business, a mere stepping stone to another and more important calling! Such Teachers look upon the necessity of teaching as a misfortune and upon the service as drudgery. They often have little or no interest in the School and feel no responsibility in view of the importance of their work. They serve merely for the *pay*. Their Academic, Collegiate or Professional studies occupy all their time and attention out of school hours and many of their *thoughts* while employed in the school-room.

Such teachers may discharge their *legal*, but they cannot their *moral* obligations. One of the most important elements in the *true* teacher's character is *earnestness*, or devotion to his work. His thoughts are wholly occupied and his time fully employed, in the service and for the interest of his School. But that teacher who has a term's work of study to accomplish to keep with his class, or make good his time in the study of Law or Medicine, has no *ability* to do justice to his school, however well qualified he may be in a literary point of view. He lacks sin-

gleness of purpose, and that zeal which alone gives success in life. It is high time that we give attention to this subject. We have too many drones and leeches hanging about our profession who feel no interest in the school, and make no efforts to discharge their duty, except so far as their own selfishness may dictate. They have done much to bring disgrace upon our calling, and to dishearten those who have devoted to it their talents, attainments, and lives.

No other profession is so imposed upon. What if the young men from our Academies and Colleges, who need money to prosecute their studies, should presume to enter upon the practice of Medicine, or Law, during their vacations? Would they not be denounced as *intruders*, and *quacks*, and as *reckless triflers* with human life and justice? But is there any more propriety in entering upon the duties of Teacher with no professional knowledge, and if qualified, with only *selfish* motives? H.

SUCCESS TO THE RIGHT.

Success to the right that infuses a might,
Into weakest of sinews and nerves,—
Success to the right that's a path and a light
While the foot, nor the eye, never swerves.

Success to the right that's enshrouded in night,
When grim error has darkened its day.
Success to the right that's concealed from the sight
By the dazzling of passion's strong ray.

Success to the right, when the hero must fight
For his standard 'mid dangers and storms.
Success to the right, when the scoffing or slight
Chills the blood that the right, only, warms.

Success to the right, in its weakness, or might,
God loves it and keeps till the end.
We may love it and praise, and die in its ways,
But it needs only HIM to defend. V.

THE FIRST VOICES OF SPRING.

Winter with its frosts and snows has come and gone, and again we hail with joy the first appearance of spring. The hills, but a short time since clothed in white drapery, are fast losing their pure covering and becoming bleak and brown. We rejoice even at their bleakness and desolation, for we know that the sun and the warm south winds which have robbed them of their snowy robes, will not cease their ministrations till they have covered them with verdure and beauty. They will seek the little germs folded so closely to the dry brown stalk, and soon the hills will be covered with green grass and swelling buds. The piercing March wind as it sighs among the trees, whispers to us of the pleasant showers and gentle breezes of April. April showers tell us of May with its balmy breezes laden with the perfume of the first flowers of spring, of its bright blue skies, its clear sunlight, and its thousand merry birds singing among the fresh young leaves. The birds sing to us of June with its mild air and fragrant roses trembling with their weight of dew, and of Summer with its glowing heat. We watch the little brook as it dances along, and listen to its whispered story of joy, that it has broken its icy fetters, and is free to play with the smooth pebbles, and to kiss the blue violets upon its banks. It tells us of the warm summer days, when we can follow its windings through green woods, gather flowers upon its banks, and listen to the music of the wind among the trees. Every blade of grass, and every little bird speaks to us of joy and gladness. The birds seem to bring to us the warmth and brightness of their southern home. No sorrow mingles with the songs they sing, but they seem to be joyful praises to Him, "who causeth the bud of the tender herb to spring forth," and "who crowneth the year with his goodness." B. M.

EXTRAVAGANCE and improvidence end at the prison door.—FRANKLIN.

"WILL IT PAY?"

So penurious have some men become, that they almost involuntarily answer, that "it will not pay" to educate poor children. Though great efforts are daily put forth, by the faithful teachers of our own State, to draw out the better feelings of this class of men, and to procure from them the means and encouragement neccessary for true advancement in education, there is still a manifest lack of interest. Meeting these opponents upon their own ground, let us see if they do not come to a wrong and unwise conclusion.

Almost every town in the State expends, annually, in the support of its poor, from five hundred to two thousand dollars. Now if this, or even a much less amount, had been previously expended in the mental and moral education of these unfortunate persons, would they have needed, or even asked for public support? As it is the fund can not be withheld, for the demand seems just and human. But the question to be solved is, would it not have been more economical to have educated these persons in their earlier days, so that they would have been provided for any emergency? Would not wealthy men have made a saving in so doing? Do they now know of a place where they can more profitably invest their capital than in providing for the improvement of poor children? Look at the persons who are receiving public support. They are, almost universally, ignorant of the first principles of education. Their highest ambition is to satisfy their animal wants. They are so little above the brute that they breathe not the invigorating atmosphere of true manliness. Educated men, on the contrary, are seldom known to depend upon the public for daily subsistence. True there are some persons called educated, who find pleasure in the lowest haunts of vice, and a home in the poorhouse. To such men we need not refer, for they have not learned the rudiments of morals.

From our hasty survey, we are forced to the conclusion that there is no surer way of keeping men from the almshouse, than by cultivating their higher natures. They need both mental and moral strength to keep them pure and make them dissatisfied with feeble efforts and more feeble results. For securing these, and so teaching men to shun poverty, there is no better place than the schoolroom. Why will not the world see this? Let me ask those who are continually complaining because they are forced to aid in educating children of poor parents, if their opposition to true advancement pays? Do you by withholding your capital increase your gains? No. Prison walls and crowded poorhouses re-echo, *no*. If, then, men will be so unwise in the disposal of their property, so blinded to their own interests, shall we not say to teachers, *go on* with your noble work, and though you fail to convince men of their errors by your arguments, convince them by the sound bodies, the strong minds, and the noble, generous hearts that go forth from your schoolroom, that "*it will pay*" to educate the poor.

E. H. L.

DISTRICT OFFICERS AND SCHOOL BOOKS.

2. Another thing which a district may do to benefit the schools, is to appoint for officers in the district, those who are best qualified to fill the offices. We sometimes overestimate the importance of rotation in the election of officers. Though all men are equal in their power at the ballot box, this does not prove that all men are equally fitted to fill an office of trust and responsibility. Nor is it a fact, that in most of our districts, all the legal voters are qualified to act as clerks or prudential committees. Let a man first obtain the requisite qualifications, and *then*, and not till then, receive the suffrages of the district. Not only is it necessary that he be a man of intelligence, but intelligent in this very thing. Not only ought he to know what are his official duties, but he should be a man,

whose knowledge is practical—a man who will take an interest in promoting the welfare of the school. He should possess sound judgment for the selection of a teacher, and promptness for the early securing of one, and disinterestedness, so that he shall not be influenced by the partiality of kindred or friendship, to the detriment of the school. The prudential committee ought also to be a man of character, so that he can command the respect of the young, and thus aid in the management and government of the school.

One of the most common and unnecessary causes of trouble in districts and in school rooms, is the imperfect character, with the ill judged conduct, of prudential committees. We may, therefore, earnestly recommend a deviation from the rule of "rotation in office," except among those who are qualified to fill it with ability.

3. Again, a district may do something to benefit the school by making ample provision of suitable text books for their children. "There is that giveth and yet increaseth; and there is that withholdeth more than is meet, and it tendeth to poverty." So he who is so choice of his money that he will send his children to school bookless, or who persists in the determination "to make the old books do," when he ought to lay them aside, is withholding more than he can afford to withhold. On the contrary, he who makes a liberal provision of school books for his children, may hope to receive a full reward. The child who has all the books he needs, has the tools at hand which he is learning to use. He will be *encouraged* to work, and will enjoy facilities of improvement which otherwise would not lie within his reach.

Occasionally it becomes advisable to change the text books. At this day, we are becoming accustomed to the laying aside of all old improvements of labor, and of buying the new, which are improvements on the old. So in school books, it is as true economy to have the best that can be found in the market, even if the old, though not

half worn out, must be entirely laid aside. "Get the best," should be the motto of every family. And when a change of books has been determined on by the state, or the town, or district, the welfare of the school requires an early attempt at uniformity. The more compact that uniformity, the fewer will be the classes, and the more will be the time which a teacher can devote to the individual members of his school. L. T.

SCHOOL DISCIPLINE. "THE ROD THE LAST RESORT."

MESSRS. EDITORS:—I am obliged to your correspondent "H.," for his criticism upon the expression in my last, "The rod should be the last resort." I should be very sorry, in attempting to aid young teachers with a few hints in the management of schools, to find I had thus misled them.

But I think the main difference between H. and myself, consists in our different understanding of the phrase "last resort." "The last resort" as I understand it, is the resort which one takes when nothing else will answer the purpose. The court of last resort, is the court from which no appeal is to be taken—the court whose decision settles the question finally. With "H.," I would put the rod in school discipline and the knife in the healing art in the same category, and certainly *should argue*, if an argument was necessary, that the use of the knife is "*the last resort.*" If the cutting off of an arm or a leg, in the treatment of a case, is not "the last resort," I think it would puzzle any one to tell what "the last resort" would be. The loss of a limb is an evil, and to be submitted to only as a last resort, to prevent a greater evil—the loss of life. It does not follow because a thing is "the last resort," that it is not the appropriate thing and the only thing to meet the case. It always implies something unpleasant, something we would avoid if we could—but the moment it is seen nothing else will answer, then that be-

comes the appropriate, specific remedy for the difficulty, if there is any remedy for it.

The use of the rod in school is on the same footing with the use of arms in quelling a mob. If the presence of the mayor and police and the reading of the riot act suffice, very well. It is better nothing else should be done. But if these do not suffice, lead and steel must teach them submission. The riot must be quelled and the mob dispersed, at all hazards, or all government is at an end. In extreme cases where a mob is bold and defiant, and is committing actual violence, it may be best to meet them with a blaze of musketry at the first, and by the dead and wounded among them teach them the arm of government must not be touched. In such cases, Napoleon's method is not only energetic, but humane. But the shedding of blood is always "*the last resort.*" It may be the *first* and the *last.* The emergency may be such that it is apparent nothing else will meet it. But if any thing else will, the cause of good government and of humanity demand that blood be not shed. *Always* it must be "*the last resort.*" Just so of the rod in school. If a look or a word, mild or stern, will subdue a disobedient scholar, it is better he should be thus subdued. Ordinarily the authority of the teacher thus secured and exercised will be more complete and easy. But if the scholar is obstinate and defiant, the rod must teach him submission and teach it thoroughly. Nothing else will suffice—it is "the last resort." An offence may be so flagrant that it should be instantly met with a blow. The rod, well laid on, alone meets the case. Without it, order and authority are at an end. It is the first and only fitting last resort. But such cases are exceptional, and I am happy "H." agrees with me that "ordinarily the less the rod is used the better." I cannot quite agree with him that in the discipline of an offender, "as often as otherwise the *blow* must come *first.*" I do not think such is the habit of the best disciplinarians. The best order in

schools as well as in families is found where the rod is seldom used, blows seldom given. Their rarity, as well as severity, makes them a terror when they come. A rod, constantly in hand, awakens little dread. To all, we would say, use it rarely, but when you do use it, use it thoroughly. Let it be like the sword of the magistrate, and the knife of the surgeon, reserved for extreme cases, and and *never* wielded in vain.

There is one other point in School Discipline to which I designed to have alluded in my last, but found no room, viz: the importance of *method* in all the school exercises. Of having a time and place for each, and each invariably in its time and place. Few things make a more unfavorable impression than to find a teacher circulating about the room to see if any one has a lesson to recite, or standing listlessly in a corner waiting for something "to turn up." The first business of the good teacher is to *methodize* his whole work—to let each scholar know what he is expected to do and when he is expected to do it. If the scholars are uniform and prompt in their attendance, there is no reason why recitations in common schools and all the exercises should not be as regular as in a College or Academy, and all the interests of the school demand that they should be. In this way the time of both the teacher and scholars may all be occupied, and the whole matter of order made simple and easy. I cannot enlarge. A word must suffice. C. C. P.

As the rose tree is composed of the sweetest flowers and the sharpest thorns; as the heavens are sometimes overcast—alternately tempestuous and serene—so is the life of man intermingled with hopes and fears, with joys and sorrows, with pleasures and pains.—BURTON.

Books and learning may give a man power and confidence; but, unfortunately, they are often very far from giving him either feeling or politeness.

BOARDING ROUND.

In reading the Journal for March, I find a communication from this place, signed H. C. O., which in my opinion calls for a reply. I do not claim the ability to contend single-handed against such fearful odds, as one must needs meet in opposing many of the ancient and time honored institutions of our land; but make bold to present myself as a feeble supporter of the resolution, which the gentleman so strenuously opposes. The phrase, "relics of barbarism," seems most seriously to affect his sensitive nature. In one respect it might appear objectionable, since schools do not exist in barbarous lands. But admitting for sake of argument that they do, we can safely conclude that it would be in perfect unison with other barbarous practices to send the teacher round to board. If not a "relic," the custom certainly approaches near the confines of barbarism. I know it is an institution of "ye olden time," and many, for this reason alone, seek to uphold and defend it, and on this account, I am glad this resolution has gone forth to the people, and hope a thorough discussion will be had, the community become generally awakened, and the change greatly to be desired, in the end be effected. I consider the teacher's work the noblest and most important of all, and yet I assert the fact, that no person is so humbly reduced in the matter of living as the teacher, when posted about the district to obtain his necessary allowance of daily bread. Search through business life in all its forms, and where will you find an instance, from the clerk to the common laborer, of one who fares like him. The hod carrier and the veriest slave have a permanent abode, a place they can call their home. With equal propriety might an enlightened community send their faithful and respected Pastor, with his family, about the parish, to hunt for bread from house to house. But no; *he* needs his hours undisturbed for study. So, too, the teacher equally requires rest, and time to prepare

himself for to-morrow's duties. He more than any other, needs his evenings for study and thought, for no teacher with a love for his profession, and fully impressed with the vast responsibleness of his position, will omit, as a general rule, to prepare himself for every recitation before the time appointed. He must understand fully the lesson he teaches, otherwise he may fail to impart truth in its simplest form, or what is far worse, inculcate error, which time and experience even, may fail to eradicate.

The true, living teacher is not "addicted to idleness and apathy," nor does he wish "to secure to himself some time which would otherwise be spent more to the advantage of the school," neither is he "either penny selfish or pound foolish," because he desires a steady home, a convenient, comfortable room, and hours for study undisturbed by the noise and confusion of petted, and in many cases, half spoiled children, and the anxious and eager inquiries of inquisitive parents.

But to notice the main and only argument advanced by the gentleman, and which is decidedly a weak one. He says the teacher should board round in order to become more intimately acquainted both with parents and scholars, to become more thoroughly versed in the study of human nature, to gain the active co-operation of parents, and thus to promote and increase his usefulness in the school. Now where, I ask, is the teacher possessed of average common sense, who cannot by daily intercourse with the scholar, ascertain far more of his character, and the home influences brought to bear upon him, than he could by two days' acquaintance with him at home? The child feels a restraint at home, in the presence of the teacher, and does not act out his true character. In no place can this be so fully known, as in the multiform and ever varying scenes of the school room. I admit the teacher needs the hearty sympathy, and constant co-operation of the parents; but does he who boards about the district, receive the greater support? The general apathy

of community in this regard, and the almost universal practice of boarding round, sufficiently prove the contrary. That district which regards the teacher worthy of a constant and comfortable home, and willingly furnishes him such an one, manifests *most substantially* their sympathy for him, and their lively interest in his special and personal well being. Such persons you will see, too, in the school room, far oftener than those penurious men, who in school meeting vote a course of living for the teacher, which they themselves would in no wise accept.

Again, where does the teacher most need co-operation? Most certainly in the school-room, and there, too, he should become acquainted with the people of the district. Not only the law of etiquette, (which with other individuals is scrupulously followed,) but every sense of justice, propriety, and decency, demands that every parent, as far as possible, should at an early day, call upon the teacher at his *room* in the school house, and there sustain, encourage and defend him.

Considered in a pecuniary point of view, the practice is certainly unjust. I maintain that the property of the State should educate its children; yet in very many instances a few families, often of limited means, board the teacher, and at the same time their children bring the greater amount of public money into the district, and help school the children of the rich. This, I claim, is wrong; and I maintain, moreover, that that man who is so penurious, and has so little regard for the interests of education and the comfort of those who, if they are faithful in the discharge of their duties, are most surely deserving his hearty support and consideration, who is so selfish as to refuse to pay his just tax for procuring the teacher a steady home, is of all others most certainly "penny wise and pound foolish," if indeed his foolishness can be estimated by so small a criterion. D. M. C.

The property of the State should educate its children.

WHAT THE POETS DO.

The poets have a little trick,—
  Have had, since earliest time;
When some one finds a golden thought,
  They gild it with their rhyme.

The thinkers toil unnoticed on,
  At last, unnoticed fall,—
The while the poets get the praise
  For gilt, for gold, for all.

They shape a diamond o'er again,
  But claim a solid part
Down to the centre from each face
  That shows their flimsy art.

Well, what then, if the precious lump
  The poets do gild o'er?
As sure as gilt is made of gold,
  'Tis greater than before!

If diamonds cut will flash more light
  Than diamonds in the rough,
To make men sooner catch their gleam
  Is surely boon enough.

The world at large has had the gain
  With those who delve to find
The things that most enrich our race,
  The wealth of heart and mind.

More;—poets are not jewelers
  Except to aid the good
Who fain would work, but lack the tools
  To carve things as they would;

But give us truth from mental mines,
  Dug with their own brave hands,
With gems that only patient toil
  Washed from their native sands.

A poet is dear Nature's dream
  Of what man was at first,
That soothes us into sweet belief
  "We now are at the worst;—"

That somehow, e'en this fallen tree
  Shall buds and branches show;
Through "scent of water," showers of grace,
  Shall into beauty grow.

L. C.

ESSEX COUNTY TEACHERS' ASSOCIATION.

This Association held its first semi-annual session at West Concord, the 12th and 13th of March. Despite the wind and snow, a goodly number were in attendance the first morning, to listen to an interesting Essay by Elmore Chase, 2d. Subject, "Why are not our common schools better?" The evils that hinder their progress were forcibly presented.

AFTERNOON.

There was a lively discussion upon a resolution which affirmed that to dispense entirely with corporal punishment is detrimental to a proper discipline of our common schools. Rev. S. H. Tabor then gave an address. Subject, "End and Objects of Education."

The speaker proceeded to show what education was formerly, and what it is now considered to be, and what it really should be, under the following heads:

1st, The full development of the human mind. 2d, To inspire the mind with elevated conceptions, to think of worthy and noble objects. 3d, Usefulness. Every moment should be improved in preparing to be useful. We should take advantage of circumstances, to promote mental and moral growth. 4th, Should be directed to the acquirement and practice of right principles of virtue and religion. Religion makes intelligence Godlike, and virtue makes it amiable and lovely.

In the evening the Association met in the church, which was cheerfully thrown open for the remaining sessions, the room previously occupied having become too straitened for the numbers in attendance.

The Secretary read an Essay. Subject, "The Real and Apparent Disadvantages of Sending Children to School, at too Young an Age." An earnest discussion of the resolution that sufficient attention is not given to the morals and manners of pupils, followed, in which the speakers freely confessed their own delinquencies in this

respect. By an earnest request, Mr. Chase repeated his Essay.

Wednesday morning a large and attentive audience listened to the discussion of the "Jurisdiction of Teachers over their Pupils out of the School House." The morning exercises were closed by an excellent address "To Teachers," by Joseph E. Woodbury.

A portion of the afternoon was occupied in reflections upon the apathy of the public mind to the interests of our schools. Also in listening to reports on the condition of schools and school houses in the country. After recess, the President, Rev. William Sewall, delivered an address, of which the following notes are given:

Home Culture in its Bearings on the Common School.

1st. It is important, because the authority of the parent over the child is higher than that of the teacher, necessarily so. And because the home culture is first in order. The parent has made his mark upon the child before he enters the District School.

2d. The nature of this home culture is two-fold. There is, first, the home instruction as indirectly touching the school, though just as really and unavoidably. This embraces the general principles of deportment and propriety which apply to children everywhere, and, secondly, that which directly reaches the child's conduct at school, viz: that which relates to his treatment of the teacher, of his fellow pupils, of the passers-by, or of the visitors of the school.

The indirect culture embraces these points:

1st. Place a good example before your child; an example of gentleness, patience, manliness, purity, truthfulness, sincerity, frankness; and these in action, as well as word.

2d. Let home discipline, which is sometimes unavoidable, be never administered in anger, but always in love.

3d. Take care to use every means within your power

to beget in the minds of your children a taste for good company and good reading.

4th. Keep the sweet confidence of your children, which is yours so entirely in their earlier years, and which is one of the strongest bonds of your influence over them.

5th. Make home attractive.

The home instruction more directly relating to the school, may be considered under the following heads:

1st. Teach your child to respect the teacher.

2d. Tell him always to give implicit obedience to the teacher.

3d. Check, peremptorily, any inclination on the part of your child, to find fault with the teacher or the management of the school.

To this end, be careful never to find fault with the teacher, in the presence of your children.

4th. As to their studies, give your children to understand that the teacher is to be the judge as to their text-books, their particular classes, and their degree of advancement.

A vote of thanks was tendered to the speakers and singers, for their able and timely service.

The people had become so "waked up" that it was voted to have an evening session, which was mostly spent in a *merry* discussion upon the "barbarism of boarding around."

A limited one upon the *extent* of moral and mental qualifications superintendents should require in the examination of candidates for teaching, was also had.

Adjourned to meet in Lunenburg, November next.

This meeting was truly a successful one,—more so than the most ardent dared to hope for. It was noted throughout for social discussion, much of which was by parents. And the citizens truly reflected credit upon themselves, by the kind care and courtesy extended to those who "were not of them."

CHAS. W. KING, *Recording Secretary.*

MATHEMATICAL DEPARTMENT.

ERNEST C. F. KRAUSS, A. M., EDITOR.

§ 5. In Arithmetic we have not to deal with Opposite Quantities. It is immaterial whether we say, the quantities used there are all absolute or all positive. Certain it is, that we meet no Negative Quantities in it. In consequence of this, the definitions of Addition and Subtraction will in Algebra differ from those in Arithmetic. While in Arithmetic *Addition* is the operation of finding a number which contains as many units as two or more given numbers together, in Algebra we must define it as *the operation of reducing two or more given quantities to their simplest form.* While *Subtraction* in Arithmetic consists merely of the operation of *taking* one quantity from another, to find the remainder; in Algebra we must define it as *the operation of* COMPARING *two quantities with each other, in order to obtain their difference.*

The difference between two quantities which are given without any special condition, is an *absolute* number (§ 1 April number) and remains the same, whichever of the given quantities be named first. Thus, the difference between 8 and 5, as well as between 5 and 8, is 3; the difference between + 4 and — 3, as well as between — 3 and + 4, is 7. But, when it is stated, which of the two given quantities is the Minuend, (the other being the Subtrahend,) the question is understood to be this: How many units are to be added to the Subtrahend, to produce the Minuend? Is the Minuend *above* the Subtrahend, when viewed on the scale in § 4 (April number,) the difference is found by *ascending* from the Subtrahend to the Minuend and therefore *positive*; in the opposite case, by *descending*, and hence *negative.*

§ 6. The rules according to which Opposite Quantities are to be added and subtracted, are found in every class-book on Algebra, and if they are not understood by the pupils, we work some examples on the scale of § 4, or we

let the given numbers express miles, positive to indicate the direction North, hence negative the direction South, some geographical point being taken as the starting point, whose representation is 0, as was demonstrated in § 3.

If this is done properly and some pupil does not comprehend it, he may safely be given up as a hopeless case. His knowledge in Mathematics will always remain a negtive quantity. To comprehend these principles of Mathematics, neither genius nor special talent is required, but only common sense. Yet, what close observer has not made the experience, that "common sense" is rather an uncommon thing?

§ 7. There is, however, a case, and that in *Multiplication*, which is not so obviously clear. Even intelligent scholars find it difficult, if not impossible, to reconcile with their reason the rule, that the product of two negative factors should be positive. How, if all that is operated with and operated upon is negative, can the result be positive? We will endeavor to make it clear.

The signs + and — are *signs of operations* (Addition and Subtraction,) as well as *inherent signs* of quantities, indicating whether these are positive or negative. We therefore ask: Can they always be taken for the one, as well as the other? Certainly they can; and a rational consideration will, in every special case, readily decide which view is the more appropriate. But if a quantity is given with the inherent sign + or —, and we separate the same from the quantity, to regard it as a sign of operation, what will then the quantity be, positive or negative? It will evidently be neither, but will become absolute (§ 1.) Any positive or negative quantity can be multiplied. But to say, we take a quantity a positive or negative number of times, would be as absurd as to say, we multiply three dollars by four dollars. We can only take a quantity a *certain* number of times, and hence a *Multiplier* must always be an *absolute* quantity. If, therefore, we meet, as we frequently do, two factors, which both

appear as relative quantities, we must, for the sake of a rational understanding of their multiplication, separate the one, which we take as Multiplier, from its sign, whereby the quantity becomes absolute and the sign, a sign of operation; and, whatever be the product of this absolute Multiplier into the relative Multiplicand, it has, consequently, to be added or subtracted, according to the sign preceding the Multiplier being *plus* or *minus*.

1. To multiply $+7$ by $+4$, we have $+(4 \times (+7)) = +(+28) = +28$.

2. To multiply -7 by $+4$, we have $+(4 \times (-7)) = +(-28) = -28$.

3. To multiply $+7$ by -4, we have $-(4 \times (+7)) = -(+28) = -28$.

4. To multiply -7 by -4, we have $-(4 \times (-7)) = -(-28) = +28$.

The first three cases are easy. To explain the fourth, let us make a practical application. Suppose a business man makes four transactions, losing 7 dollars in each of them. This is case 2. The *minus* inside the parenthesis shows the $28 to be a loss. The *plus* outside of it, that this is an additional item to be entered on his debit side, being loss, after which his book shows an actual loss of $28. Now suppose this entry has been made and afterwards turns out to have been a mistake, and we have case 4. The *minus* inside the parenthesis shows this item to be a loss, for as such it was entered; the *minus* outside of it, that this item is to be subtracted, i. e., erased, after which his book shows a gain of $28, compared with its amount before this subtracting or erasing.

§ 8. If Multiplication is well understood, *Division* can offer no difficulty, if we keep in mind that Division is an inverted Multiplication, and that the *Quotient is* in all cases *that quantity which, multiplied into the Divisor, produces the Dividend.*

There are only two fundamental rules in Arithmetic.

EDITORIAL DEPARTMENT.

OUR SUMMER SCHOOLS are about to commence,—an event of no small interest to this commonwealth. From our district schools flow the life-blood of the State. To these chiefly must we look for that instruction, discipline and influence, which are to give character to the rising generation and to fit men and women for the responsible duties of the ominous future. Home education as it is, cannot be relied upon for this purpose; the Pulpit can only *aid* in the great work,—cannot accomplish it *alone*. How little do Vermont parents and citizens realize the importance of our public schools. And especially are we in danger of neglecting the interests of education amid the excitements of the day, when the public mind is roused to the defence and protection of our Altars, our Homes, and our Free Institutions. But we may know that our national difficulties would never have occurred, the dark cloud that now hangs over us would never have gathered, if public schools had always and everywhere been what they should have been. No one will deny this statement, yet the idea is an important one in all its bearings upon the present and the future. Our Common Schools, under proper management, are a surer protection of our rights and would afford a more formidable defence against wrong and oppression, than all the *physical* strength that can be cultivated and employed. We must depend more upon education than upon bayonets, for the support of our cherished institutions, or despotism will soon assume the throne. Come what may, our schools cannot with safety be neglected.

With what care and earnestness will our farmers engage in their "Spring's work" in the cultivation of the soil. No time will be lost to break the "fallow ground," to mellow and enrich the earth and to deposit the seed, so as to make available the sun-light and heat, and the "former and latter rain." They have already secured the best (not the *cheapest*) laborers for the field and the kitchen. The most approved and hence the most expensive implements of husbandry, have been purchased; the patent hoe, and rake, and scythe, and mowing-machine. Indeed, everything necessary or desirable will be done and in good season; for success and profit depend upon these very things.

Now the question arises, have the Vermont farmers made as careful and thorough preparation for our Common Schools, about

to commence? Every one must admit the necessity of such preparation. Have they repaired and put in order their school houses with as much care as they have their *barns*? Have they provided their children, with a supply of the best books and apparatus, as they have their servants with the best tools? Have they sought and secured only the *best qualified* Teachers, without regard to expense, as they have their help employed? And have they resolved to give their children the full control of their time, that they may make the greatest improvement; and often to visit their schools, that they may cheer and encourage both teacher and pupils, and know for themselves that their money spent for school purposes, is not wasted? These are important questions, and parents will do well to consider them attentively and answer them conscientiously.

Our *Summer Schools* will be under the management and instruction of *female teachers*. This is as it should be. Woman is, by nature and education, peculiarly fitted for the position and duties of the teacher. The family and the school is her sphere of action. While she remains in that sphere and when fitted for it, she exerts the greatest possible influence for good; but when she leaves it for the pulpit or the forum, her strength is wasted and her glory has departed.

It is a wise policy that has, in many instances, substituted female for male teachers for our *winter* schools. The wages usually paid ordinary male teachers, the mere *drones* in our profession, who *eat* a full share but make no honey, would secure the services of the best professional female teachers who are capable of governing and instructing our most difficult schools. Let school agents remember this fact and act accordingly.

In the success of our Summer Schools we feel a deep interest, and to the hundreds of young ladies about to be employed in them, we would speak a word of encouragement. We propose in our next numbers, to make some suggestions for *their* special benefit, upon the mode and means of school keeping, and to give them the benefit of our experience and observation in the district and the school room. O.

"Foolishness is bound in the heart of a child, but the *rod of correction* shall drive it far from him."

"He that spareth his *rod*, *hateth* his son: but he that loveth him chasteneth him betimes."—PROVERBS.

EDITORIAL MISCELLANY.

The next annual meeting of the American Institute of Instruction [Hon. D. B. Hagar, of Jamaica Plain, Mass., President] will be held at Brattleboro, sometime during the month of August next. A more extended notice of the meeting will be published in future numbers of the Journal.

DAVID MARSH WARREN, A. M., of Philadelphia, the distinguished author of *Warren's Physical, Common School, and Primary Geographies*, (which are among the best text books in our schools,) died in Baltimore, March 10. Mr. Warren has been long known and highly esteemed among the educators of our country.

MASSACHUSETTS has 4497 public schools; her pupils between the age of 5 and 15, number 233,714; the number of teachers in the winter schools is 5210; average wages of male teachers, including board, $50,56; of female teachers, $19,98; amount expended on *public* schools alone, for instruction and board of teachers, $1,565,103 75.

OHIO has 892,844 pupils from the age of 5 to 21; 20,791 teachers have received the past year for services, $2,760,828.

RHODE ISLAND has 27,756 pupils, and has employed 595 teachers, and expended for the support of her schools $120,075 26.

NOW, AND THEN.—The *Anglo-Saxons*, who now stand at the head of the races, were heathen barbarians less than 2000 years ago.

A CLERGYMAN BECOME A TEACHER.—The Rev. H. M. Grout resigned the charge of the Congregational Church in Putney, and was dismissed by a council February 27th. He has since been elected Principal of Monson Academy, at Monson, Mass.

DARTMOUTH COLLEGE.—Rev. G. T. Chapman, D. D., of Newburyport, says the *Journal*, is now completing the biographical notices of the alumni of Dartmouth College, commenced by the late Dr. Richards, and wishes all those who have not supplied the desired information, to do so without delay.

SMITHSONIAN INSTITUTE.—William B. Astor, of New York, Hon. William L. Dayton, of New Jersey, and President C. C. Felton, of Massachusetts, have been appointed regents of the Smithsonian Institute. O.

NOTICES OF BOOKS, PUBLICATIONS, &c.

The Old Log School House, furnitured with Incidents of School Life, Notes of Travel, Poetry, Hints to Teachers and Pupils, and Miscellaneous Sketches; Illustrated. By Rev. Alexander Clark, Editor of Clark's School Visitor. Large 12mo., price one dollar. Learz, Getz & Co., Philadelphia. We have read this work with much interest. It offers a rich treat to all. The story of the Old Log School House is founded upon fact, yet no one will fail to find in it many a well drawn picture of incidents in his own boyhood. As we read the book, so graphic and life-like is the narrative, we forgot the present in the stirring scenes of the past. Blessed be the memory of the old school house where we first stood up with Webster in hand, to say our *a b c's*. How abashed we felt as we looked at the frontispiece and then at our teacher, and thought of the *sublime* height he had attained, while we saw ourselves at the foot of that rugged hill.

To every teacher who commenced his course in a rough country school house, we would say, *buy this book and read it*, if you would revel once more in the joys and struggle again with the trials of your early school days, and enjoy anew the pleasure of the triumphs which marked your early progress in the path of knowledge.

Palmer's History of England, a new text book, upon a plan novel and attractive, illustrated by plates, with a *chart*—the "Royal Oak," showing the succession of the Crown of England, from Egbert to Victoria. 12mo., 445 pages. One dollar, retail, or nine dollars per dozen to teachers. Robert S. Davis & Co., Boston.

This book supplies a desideratum long felt by teachers who have desired a text book that should contain, within a suitable compass, a history of England that would be sufficiently complete for the American student, and at the same time be written in an attractive style. The style *is* attractive and the arrangement methodical. The work has been used with great success in many of the best schools of the country, and we heartily commend it to teachers and school officers. Next to a knowledge of the history of our own country, ranks in importance an acquaintance with the history of "the mother country."

Greenleaf's Series, published, also, by R. S. Davis & Co., are, together with Colburn's Mental, the only authorized text books upon the science of Arithmetic, in Vermont. The quiet unanimity

with which they have been received into our schools since their adoption by the Board of Education, strongly attests their high merit.

Questions on the Acts of the Apostles, by H. Hamlin. Published by Henry Hoyt, Boston. This series of lessons is designed, both for young minds and for those of maturer growth. We are pleased with the arrangement and scope of the questions and references, and doubt not that it will prove an excellent help to the study of the Acts.

North American Review. The April number of this erudite quarterly is before us, being the last of Vol. XCII., and No. CXCI. from the commencement of the publication. The contents of the present number are: I. Criminal Procedure; II. Smith's Tables of Ecclesiastical History; III. Explorations in Eastern Africa; IV. Documentary History of the Revolution; V. De Gerando; VI. Temporal Power of the Church; VII. The Literature of Power; VIII. Slavery—Its Origin and its Remedy; IX. Appleton on the Rules of Evidence; X. Travel in Europe; XI. Critical Notices. Terms, $5,00 per annum. Address: Crosby, Nichols, Lee & Co., 117 Washington Street, Boston.

Atlantic Monthly for May. Contents: Agnes of Sorento, Rest and Motion, Lights of the English Lake District, Pink and Blue, Pomegranate-Flowers, the Prairie State, Concerning Future Years, Brother Jonathan's Lament for Sister Caroline, Original Memorials of Mrs. Piozzi, The Niger and its Explorers, Reviews and Literary Notices.

The first article is the commencement of Mrs. Harriet Beecher Stowe's new Serial, which is to be continued throughout the year. This opening number is charming. It was written while the author was sojourning in Southern Italy, and her pen seems to have been inspired by the beautiful scenery of Sorento, blended with the dash of the Mediterranean upon her rocky shores. Let all who would enjoy a monthly treat from this gifted author, subscribe at once for the Atlantic, which is still furnished with the School Journal for *three dollars* per year.

Harper's New Monthly Magazine for May, closes the *twenty-second* volume of this valuable publication. The contents are, A Summer in New England, (Boston and Lowell,) The Old Love

and the New, Three Months in Labrador, Digging for Carthage, The Debatable Baby, George Rogers Clarke, Orley Farm, A Single Woman's Story, the Adventures of Philip, (by Thackeray,) Prince Napoleon, A Woman's Adventure, Monthly Record of Current Events, (itself worth the price of the Monthly,) Literary Notices, Editor's Easy Chair, Our Foreign Bureau, Editor's Drawer, Fashions for May.

Furnished by us the same as the Atlantic.

The Young Folk's Monitor is an illustrated monthly paper published the first of each month, at *thirty-three* cents per annum. The aim of this paper is to instruct and elevate the young, inculcating principles of Temperance and Morality. It will besides contain good reading for older people, and illustrated rebuses, enigmas, etc., to make evenings at home pleasant to the young. No quack notices inserted. Agents wanted. Eight copies for two dollars. Address R. M. Mansur, Mount Vernon, Me.

Peterson's Lady's National Magazine, and *Arthur's Home Magazine*, for May, are promprly upon our table, with their usual variety of engravings, patterns, fashions, etc.

Godey's Lady's Book is on our table, and as usual, is not only richly embellished with engravings, but is rich in style and matter. This is one of the best monthlies of the kind.

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VERMONT

SCHOOL JOURNAL AND FAMILY VISITOR.

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PHYSICAL CULTURE AS RELATED TO MENTAL.

In this article we propose, briefly, to enter our protest against the practice so prevalent among parents, of urging on the *mental* development of their children, with little regard to the unfolding of their physical powers. One distinguished writer says,—"If you wish to develop the mind of a pupil, *exercise* his body; *make* him healthy and strong, that you may make him prudent and reasonable." The ancient philosopher, Plato, says,—"Excess of bodily exercise may render us wild and unmanageable, but excess of arts, science, and music, makes us faddled and effeminate. Only the *right combination* makes the soul wise and manly." The Superintendent of the Boston Schools, Hon. *J. D. Philbrick*, in a recent very excellent report upon this subject, writes,—"Hitherto we have directed our attention almost exclusively to intellectual education. The tasks of the brain have been greatly increased, without a corresponding increase of care for the preservation of health. *This is the great defect of American education.*"

We might add the testimony of hundreds of the learned of all ages. It has surprised us, to note how nearly correct has the *theory* of the wise always been, upon this subject. But how lamentably defective has been their practice! It has been left to this generation to attempt this reform. Said Montaigne, years ago,—"It is the soul, and not the body alone, which we educate, and we must not train the one without the other." It is well for us now, when we see the majority of our precocious children dying at an early age, and the mass of our educated men dragging out a life of disease and suffering, to begin to

inquire into the reason of this unhappy result. Surely, if education is to be acquired only at the risk of health, it were better for all to taste sparingly of the fruits of knowledge. But we do not believe this. We know that our Creator has given no faculty of body or mind that may not be developed and cultivated without injury to any other faculty. It is not necessary to attempt to prove this, for all who believe in the beneficence of God, our Creator, will assent to the truth of this statement. Perfect harmony prevails in all His works, and not less in man than in the lower orders of creation.

Why is it, then, that effeminacy of body so often accompanies attainments in knowledge? May we not conclude that the harmony of the law that governs the connection of the mind and body, has been disturbed? Every one of us has noticed the fact that the exercise of the body only, produces a great, coarse, overgrown, and awkward physical frame; and that the culture of the mind to the neglect of the body, always produces the opposite physical result, that is, a weak, sickly, and puny body, while the mind itself has not often that vigor and acuteness of perception which we should expect.

In a former article we took the position that *activity is health* to the body. The body being the tenement of the mind, and having such intimate connection with it that it is an anomaly for a truly sound mind to be found in an unsound body, we now assume the position that bodily exercise, moderate, but regular and thorough, is essential to a healthy development and action of the mind. We are glad to see that this truth is taking such a strong hold upon the minds of the educators of our country. But we fear that in our own State its importance is not felt as it should be. We know of many a school house whose seats are not very soft and pliable to the touch of the little ones sent there daily during these long summer months, to learn their "a b c's" and "to cypher and study geography," whose "patrons" would consider it an un-

pardonable misdemeanor on the part of the teacher, to fail to keep the "little mischiefs" within the school-room at least *six* hours each day. No matter how bright or tempting the out door scenes, shut up just so long they must be kept, as per bargain of committee with teacher!

We would say to these teachers, as you value the future health and happiness of your little lambs, let them snuff an occasional puff of the perfume laden breeze. Have you a class in Geography, do not compel them to sit and con over the dry definitions of the natural divisions, but, if there is a hill in sight, or a brook, or a pond, throw open a window and illustrate the lesson by a sight of the real thing which the Geography is intended to teach. And would there be any harm in your taking your class and going down by the side of the brook or pond, and there teaching them what an island is, or a peninsula (almost an island), or a coast, or a cape, or a bay? And then lead them to look away to the mountain, to the hill, and the valley, and thus acquire a relative and accurate knowledge of their study, and of its simplicity and importance. Would not this knowledge, so pleasantly acquired, be as valuable, and *permanent* too, as if the book had been blindly followed, and its definitions abstractly committed?

Children love to play with stones and sticks, and to build play-houses with them. Might not the wide-awake teacher use these to illustrate a lesson in Arithmetic, and out in the yard occasionally, too, as effectively as with her pupils perched up on the hard bench, with curved spine bending over the black and desolate slate?

A very small portion of a child's education is acquired at school, and yet we too often act and teach as if we thought it all learned there. The great object of the school is not to secure the perfect committal of text-books. We hold that it is as much the duty of the teacher to have a constant regard for the health of his pupils, as for their progress in knowledge. And we would also assert that this is the surest way to secure thorough progress in

study, namely, by keeping a careful oversight of the healthy physical development of the bodies of their pupils. Every teacher knows that a scholar will learn better when he feels well; that his mind is clear and more active. He also knows, if he has experience in teaching, that, to keep a scholar feeling well, he must keep him pleasantly employed. He must also avoid keeping him too closely confined, until his every limb and muscle aches, and then scolding him for being restless; and he should give him frequent change of place and exercise, so that neither body nor mind shall become weary. One great aid to the teacher in this respect, is the introduction of the simple gymnastic exercises, which may be used in concert by classes or schools, and in any school room with good effect. A few minutes thus spent each half day, will drive dullness from any school, and bring a healthy glow and a smile to the cheek of every pupil, and the teacher, too. Fellow Teacher, try it, and see to it, that while you abate not an iota of your efforts to promote the mental culture of your pupils, you do not neglect a proper care of their health, by failing to use every means in your power to develop their bodies. Thus, while you neglect not the latter, shall you most surely promote the former. L.

THE FIRST PSALM BOOK.—The first book printed in the United States was the Bay Psalm Book, 1640. It passed through many editions here, and was reprinted in England in eighteen editions, the last one being published in 1745. In Scotland it passed through twenty-two editions. The last one appeared in 1756. It thus appears that the first work printed in America enjoyed a lasting reputation, and had a wider circulation abroad than any volume which has since appeared. We believe it passed through seventy editions in all.

The man who lives for himself alone, lives for a mean fellow.

INCIDENTS IN SCHOOL LIFE EXPERIENCE.

I.

Several years ago, two interesting young men and brothers, entered one of our Vermont Academies. They were sons of a deceased minister who had left their excellent mother in dependant circumstances, and with four children to support and educate. It was soon discovered by their teacher, that they were young men of talent, energy and character. Hence, they were encouraged and aided in a course of study preparatory for College. In one instance, the elder had the loan of fifty dollars without interest, on condition that his younger brother should have the use of it in turn. This money was expended, and again earned by teaching school, to be again expended. The interest was annually paid for the support of missions. And finally, the amount was again earned in the same way, and returned to the creditor. Time passed on, and these young men had at length struggled through a liberal course of education; had encountered every difficulty, and overcome every obstacle, and already gained honorable distinction as scholars and christian men. Now one is a successful lawyer in a New England City, and the other is an able and honored Professor in one of our New England Colleges. It may be proper to remark in this connection, that pupils need encouragement and inspiration more than instruction. That teacher alone is master of his profession, who knows how to wake up the sleeping energies of the soul, and to guide his pupils to successful self-application. And another idea is suggested; *poverty* is the school in which the most practical, useful and successful men are trained in the various departments of life.

II.

A HARD CASE, AND HOW IT WAS TREATED.

A lad of fifteen years, noted for his stubbornness, was seated with his class in the recitation room. An insulting answer had been given to a simple question, without

provocation. The teacher came down from the desk and asked for an explanation of his conduct. The insult was continued. The boy was then ordered to come out upon the floor; he refused, and challenged the teacher to take him out of his seat. The challenge was accepted, and in a moment, the boy lay at full length upon the floor. He sprang upon his feet, and with an oath, began an assault upon the teacher. It was not "*secession*," but *war*. He was met with a *blow* that prostrated him. He resumed the assault, and continued to *fight* and *swear*, until he had fallen six times. He was now conquered. The recitation was then completed, and the lad invited to the teacher's room. At this point, commenced a process of "moral suasion." The rebel had been subdued, and rightful authority re-established. Now, the pupil must be restored to duty, and confidence. And this was effectually done, in the case before us, by a half hour's kind and familiar conversation. The boy was convinced that the teacher acted only from a sense of duty, and for his good; that he was still his friend, and was ready to do anything in his power for his good. So complete was this victory, and so effectual the discipline, that the lad, the same day, rebuked a classmate for censuring the teacher's severity, fully and publicly justified his course, and has ever since, manifested the most sincere friendship towards him. Three years after the boy had left school, he returned to visit his teacher, and expressed to him gratitude, in view of his fidelity, and said to him, that that punishment was the best thing that ever happened in his experience. In view of this, and numerous other cases like it, in my school life experience, allow me to suggest to young teachers, first of all, maintain your *authority*, and at whatever expense. Be prompt and energetic in subduing rebellion. Do not allow the rebels to take half your "forts," and to fortify themselves for aggressive warfare, before you move against them, but strike the decisive blow at once. It is much easier to retain, than to regain authority over a

school, or a state. Let the school master learn wisdom from President *Buchanan's* weakness and folly. Another idea; never allow a chastised pupil to mingle with his companions, or return home, until you have had private and faithful conversation with him. Do not let the sun go down upon his wrath. By moral power, brought to bear upon him after the severe chastisement, he is made your friend, and fully restored to duty. In these hard cases, the *blow* must come first, but must always be followed by kind and confidential treatment.

III.

A CASE OF PILFERING, AND HOW THE HABIT WAS CORRECTED.

Into the same school, was introduced another lad, from a New England City, who had been addicted to pilfering from early childhood. The teacher was not apprised of the fact when the boy entered. He had found him bright, intelligent, and in many things, conscientious. He was roguish and shrewd, but not malicious. But soon his propensity to steal manifested itself in an "overt act." He had taken fourteen dollars from the teacher's drawer. No one had seen him do it; there was no evidence against him, except the betrayal of a guilty conscience, when the subject was alluded to. This fact fixed suspicion, and aided the teacher in his investigation. He brought the subject before the school, and exposed the folly, guilt, and danger, of such conduct; he urged the probability that the guilty one would be discovered, and the certainty that his crime would be exposed and punished. It was presumed that this was an act of indiscretion, and upon reflection, the pupil would deeply regret it, and earnestly desire to restore the money, and recover himself from the disgrace incurred. A way was left open and time given for restitution. And the next morning when the school met for religious exercises, the teacher found his money carefully deposited in his Bible. Of course, the act of restoring was warmly commended, and the occasion im-

proved, to impress upon the minds of the pupils the importance of regulating conscience by the Bible. That was a good place to deposit stolen money, and a safe way to correct bad habits. The discipline ended here, and we have only to record the sequel. What has become of that lad? I am assured that he was never afterwards guilty of pilfering. On leaving school, he served for years, as a clerk, in whom his employer had entire confidence, and now he is a successful business man, and worthy citizen, settled with a family in a large village not a hundred miles from Boston.

It occurs to me here, to suggest, that *moral evils*, like all others, in school, should be corrected publicly whenever the offence is public. In this way, the influence of the correction is felt both upon the individual and the whole school, and often times reaches similar cases of guilt not known to the teacher.

My second suggestion is, that all such habits as falsehood, profanity, and thieving, are ordinarily more easily corrected by *moral* means. In some such cases, however, the rod is the only remedy. If that fails, there is no hope of cure. And it is proper here to remark, that all the *moral* power that is brought to bear in the correction of bad habits, and punishment of crime, must be drawn from the *Bible* and applied in the exercise of a christian spirit. In all cases of discipline, the teacher should aim to reform and save the offender, when this can be done without injury to the school. But if the school or the criminal must be *sacrificed*, the teacher's duty is plain. Hang the rebels, and save the country. H.

SCIENCE, ITS TRUE POSITION.—It was an admirable reply of a converted astronomer, who, when interrogated concerning his comparative estimate of religion and the science he had formerly idolized, answered, "I am now bound for heaven, and I take the stars IN MY WAY."

ROCK ME TO SLEEP.

Backward, turn backward, O Time! in your flight,
Make me a child again—just for to night!
Mother, come back from the echoless shore,
Take me again to your heart as of yore;
Kiss from my forehead the furrows of care,
Smooth the few silver threads out of my hair;
Over my slumbers your loving watch keep—
Rock me to sleep, Mother—rock me to sleep!

Backward, flow backward, O swift tide of years!
I am weary of toil, I am weary of tears:
Toil without recompense, tears all in vain,
Take them, and give me my childhood again!
I have grown weary of dust and decay,
Weary of flinging my soul-wealth away,
Weary of sowing for others to reap:
Rock me to sleep, Mother—rock me to sleep!

Tired of the hollow, the base, the untrue:
Mother, O Mother! my heart calls for you!
Many a summer the grass has grown green,
Blossomed and faded, our faces between:
Yet with strong yearning and passionate pain,
Long I to-night for your presence again:
Come from the silence so long and so deep,
Rock me to sleep, Mother—rock me to sleep!

Over my heart in the days that are flown,
No love like mother-love ever has shone:
No other worship abides and endures,
Faithful, unselfish, and patient like yours:
None like a mother can charm away pain
From the sorrowing soul and the world-weary brain:
Slumber's soft calm o'er my heavy lids creep,
Rock me to sleep, Mother—rock me to sleep!

Come, let your brown hair, just lighted with gold,
Fall on your shoulders again as of old:
Let it fall over my forehead to-night,
Shielding my eyes from the flickering light,
For oh! with its sunny-edged shadows once more,
Haply will throng the sweet vision of yore:
Lovingly, softly its bright billows sweep—
Rock me to sleep, Mother—rock me to sleep!

Mother, dear Mother! the years have been long
Since last I was hushed by your lullaby song:
Sing, then, again!—to my soul it shall seem
Womanhood's years have been only a dream:
Clasp to your arms in a loving embrace,
With your soft, light lashes just sweeping my face.
Never hereafter to wake or to weep:
Rock me to sleep, Mother—rock me to sleep! QUI?

"THE ROD THE LAST RESORT."

Messrs. EDITORS:—Your correspondent, "C. C. P.," thinks that the main difference between us on this subject, is in our understanding of the phrase, "last resort." It may be so. Then the question arises, what does the expression mean? C. C. P. replies, "The last resort is the resort which one takes when nothing else will answer the purpose." I see not why this definition may not apply to any other punishment, as well as to flogging. "Nothing else will answer the purpose" in the healing art, but *the* remedy which the disease requires; if "the presence of the mayor and police and the reading of the riot act," will quell the mob, then "lead and steel" would not only be undesirable but improper; if the offence in school does not require the use of the rod, in such a case it should never be used. It follows, therefore, that any punishment that is suitable and necessary is as much the "last resort" as flogging. But your correspondent says it may be "*the first and the last.*" That is the very thing I am contending for—that the use of the rod in school, as often as otherwise, must come *first*, and I would always apply it so effectually that it would be the *last*.

To my mind, the phrase, "last resort," conveys the idea that every thing else has been tried and has failed to accomplish the object. In the healing art, the surgeon has resorted to dosing with drugs, to save a mortifying limb, and after all has failed and the disease has reached almost to the seat of life, he amputates the limb, as the "last resort." If so, he is an ignoramus and a quack. The may-

or of Baltimore tries to *persuade* the crazy mob to allow peaceful soldiers to pass through her streets, and failing by such means, he orders a "blaze of musketry." That was the "last resort," when it should have been the *first*, as it was the only remedy. The shedding of blood in such cases, is not "*the last resort.*" It is the *first* and *only*, suitable means to be employed. The school master has a desperate case of recklessness, or rebellion. He has been told that flogging is an evil which should *seldom* be employed—a "last resort." Hence, he tries this remedy, and that, until he has exhausted all the punishments in *his* penal code, but has failed. Now, as a "last resort," he takes the *rod*, which has lost half its power and efficiency by the delay. It should have been the BLOW *first*, and moral suasion afterwards. The teacher is presumed to understand his business, and if he does, he can discriminate between the different kinds of crime, and assign the appropriate punishment. And when he meets a case that requires the severe use of the rod, he will apply that punishment effectually, and at once, not as the "last resort." That physician is a *fool*, who, when his patient *needs calomel*, gives him only a sugar pellet.

But, C. C. P. says, "It does not follow because a thing is the 'last resort,' that it is not the appropriate thing, and the only thing, to meet the case." If it is "the appropriate thing, and the only thing, to meet the case," why not employ it, whenever and wherever the case is met with? It would then be the *first* resort—the sure remedy.

But "the last resort," he says, "always implies something unpleasant, something we would avoid if we could!" So does *every* punishment imply something unpleasant. An *agreeable* punisnment, a *pleasant* chastisement! Such an expression would be a solecism. We would avoid, if we could, the crimes that make punishment in school necessary, but the appropriate punishments, whether mild or severe, are not *evils*. If the rod is to be seldom used, it is only because the cases requiring it, but seldom occur.

And I repeat it, as often as otherwise, the *blow* must come *first;* I mean when the blow comes at all. And here is the position I wish to take on this subject; to maintain that the rod in school is legitimate, essential, and merciful, and that the master should use it freely, and faithfully, always, when *necessary*. And *I* believe such is "the habit of the best disciplinarians." To all, then, *I* would say, use the rod in every case which requires such treatment, and use it thoroughly. "Let it be like the sword of the magistrate," [to quell the mob and put down rebellion,] "and the knife of the surgeon," [to amputate all mortifying limbs, and extirpate all cancerous tumors,] "and let it never be wielded in vain." H.

THE LORD'S PRAYER IN ENGLISH.

The following versions of the Lord's Prayer, illustrate the change which our language has undergone since the middle of the 13th century.

[A. D., 1250.]

Fader our in heven, helewyed bethe thy nam, com thy kingeriche, thy will beth don in heven and in erthe. Our everich day breid gif ous to day. And forghive us our dettes, as we forghiven our dettoures. And lede ous nought into temptatioun, bot delyver us from ivel. Amen.

[A. D., 1300.

Fadir our in hevene, Halewyd be thi name, come thi kingdam, Thi wille be don, as in hevene and in erthe. Our uche dayes bred give us to day. And forgive us our dettes, as we forgeven our dettoures, And lede us not in into temptatioun Bote delyvere us of yvel. Amen.

[A. D., 1479, WICKLIFFE'S BIBLE.]

Ouo fadyr that art in heavenes. Halloed be thy name. Thy kingdom come to, Be thy will done in erthe as in heavene; Give to us this day our bread over other substance; and forgif to us our dettis as we forgiven to our

detters; and leed us not into temptation; But delyvre vs from yvell' Amen.

[A. D., 1526, TINDALE'S TESTAMENT.]

O oure father which art in heven' halowed be thy name. Let thy kingdom come. Thy will be fulfilled' as well in erth' as hit ys in heven. Give vs this day our dayly breads. And forgive vs our treaspasses even as we forgeve them which treaspas vs. Leede vs not into temptation, but delyvre vs from yvel' Amen.

[A. D., 1589, COVERDALE'S BIBLE.]

Our father which art in heauen, halowed be thy name.

Thy kingdom come. Thy will be done euen in earth as it is in heauen.

Giue us this day or daily bread.

And forgive us dettes as we also forgive our detters And lead us not into tentations but deliuer us from euill: for thine is the kingdome and the power and the glorie for euer. Amen.

AS NOW WRITTEN.

Our Father which art in Heaven, hallowed be thy name: Thy kingdom come: thy will be done in earth as it is in Heaven: Give us this day our daily bread: And forgive us our debts, as we forgive our debtors: And lead us not into temptation, but deliver us from evil: for thine is kingdom, and the power, and the glory, forever. Amen.

HOW TO PREVENT WHISPERING.

No habit in School is more prevalent, and no one is more destructive of good order. Hence, it becomes a question of importance to every teacher, how whispering may be prevented.

In attempting to answer this question, allow me to suggest, we should not aim to break up the habit of whispering, by the force of mere *authority*; for in this way, we shall be liable to fail. I do not mean that authority may not sometimes be employed, and if disregarded, sustained by suitable punishments. But there is a surer, and hence

a better way to deal with such crimes. Aim to make whispering *unpopular*. At the opening of the school, let the question be raised, how many of the pupils disapprove of this habit? If the subject is properly presented, the vote of every member of the school can be secured *against* whispering. This done, and all are committed to the right, and pledged to sustain the teacher in all suitable measures employed to suppress the evil. If the pupils disapprove, they will of course, be under obligation to refrain from the habit. But still, there is danger of indulgence, from carelessness or insincerity. Now ask how many *know* that they have power to refrain from whispering, first, for one day; then for one week, and as the experiment proves successful, let the time be extended. In securing this pledge of abstinence, let it be urged that none bind themselves who are not very sure of success. In this way, a voluntary anti-whispering society is formed in school, and of such members as have sufficient principle and character to maintain their position. The weak and reckless are still without. How shall they be made to refrain? Under the influence of good example, and correct public sentiment, they will *desire* to preserve order, but may not have the strength of character to do so. To bring them into the position desired, and to strengthen their purpose, let them be encouraged to join those who are above suspicion, and yet let them be received with caution into their fraternity. In this way, ere long a large majority of all the pupils in the school, will be found actually refraining from all appearance of such evils. The few reckless that remain, after all these efforts to reform them shall fail, must be brought under authority and compelled to do what public sentiment, and the good of the school requires. This method of preventing whispering, has in many instances proved successful. Let every teacher make a trial of it, who has not already some better way to accomplish the object. Public opinion is a powerful agent for good or evil in every school. The

teacher who understands his business, will see to it, that the popular sentiment in his school, is on the side of order and integrity. So long as it is so, his dominion is safe from anarchy and confusion.

To remove all temptation to irregularities in school, the teacher should have a special time for whispering, leaving seats, &c. Let there be a recess of fifteen minutes, at equal intervals, in the morning and afternoon sessions, which may be spent in some proper way in the open air. Besides, there should be several recesses during the day, (say for two minutes, by the watch.) During this time, whispering, and all such irregularities should be allowed. I would not have the pupils leave the house, nor indulge in unnecessary noise in the school room, but let them change their position, attend to their special wants, and give vent to their "pent up" fun. Such recesses serve as safety valves in a well regulated school, and will prevent much evil. Every teacher's success depends in a great measure upon management in little things. O.

"I have elsewhere recorded my own deep obligations to literature—that a natural turn for reading and intellectual pursuits probably preserved me from the moral shipwreck so apt to befall those who are deprived in early life of the parental pilotage. Later experience enables me to depose to the comfort and blessing that literature can prove in sickness and sorrow—how powerfully it can help in keeping the head from crazing and the heart from breaking—nay, how generous mental food can even atone for a meagre diet—rich fare on the paper for short commons on the cloth. Providence has allotted me a full share of the evils which try the head, the heart, and the temper—bowls that will not roll right, well laid schemes that will 'gang aglee,' and ill winds that blow with the pertinacity of a monsoon; but, still, paradoxical as it may seem, my burden has been greatly *lightened* by *a load of books!* Thanks and honor to the glorious masters of the pen and the great inventors of the press!"—HOOD.

THE RIVER OF SPEECH.

There flows a river through the earth,
From hills of heaven it hath its birth;
Through all the lands that speech hath gone,
For men to float their thoughts upon.

Some send rich fleets of myrrh and gold,
Ships argosied with gems untold;
And though the men upon the shore
Bind them upon their hearts, the store,
Like prophet's oil, grows more and more.

And some send flowers from fairy lands,
That float to little children's hands;
And some—alas! that this should be—
Send ships that sail to meet the sea,
Beneath the pirate's flag of black,
With wreck and rapine on their track.

And some send idle straws alone;
And some rich seeds, that may be sown
In quiet creeks; for they will rise
Dear flowers to aching hearts and eyes.

And some send holy words that shed
A strange light on the river's bed—
A light so steady, earnest, fair,
You almost think God's stars are there.

Long years ago, past ships and stars,
A fleet sailed through the Eastern bars,
And on the wave a heavenly spell,
A silent consecration fell;
The stream grew holy as it bore
Christ's spoken thoughts from shore to shore.

—*R. I. Schoolmaster.*

Good Excuse.—At a hotel in Miledgeville, Georgia, the day on which the ordinance of secession was passed, some of the delegation who were shouting for the independent State of Georgia, reproached the cook for not having supper ready earlier.

"Well, gemman," he replied, "I hear you say dis morning, you'd be out ob de 'Nited States 'fore tree o'clock to-day, and I thought 'twould be late 'fore you got back to supper."

BOARDING ROUND.—REJOINDER.

Messrs. Editors:—In the May No. of your excellent Journal, I find a reply to my article upon this subject, signed D. M. C.

Allow me to answer briefly this communication. I am happy to notice the gentleman's admission that the phrase, "relic of barbarism," might appear objectionable, although he still claims that it approaches near the confines of barbarism. Just how near the custom must come, *to approach near the confines* of barbarism, I am in doubt; could the gentleman inform me? He says many will uphold and defend this custom, because of its antiquity; and while I am not charged as being one of this kind, I would remind him, I am not one of those who think every innovation is a reformation. He says, "I consider the teacher's work the noblest and most important of all." Now it seems to me, that he may be mistaken on this point. Is not the parent's work as noble and important as the teacher's? Is not the rearing and educating of children at *home*, as noble and important as to teach them at school? Most certainly, very much more of the future greatness or goodness of the child, depends upon the parent than upon the teacher. And so much the more, since it devolves upon the parent to select, from all that motley group of *pretended* "living teachers," some one who is neither too ignorant to understand, nor too selfish or indolent to discharge a teacher's duty to his children. What, I ask, of all the duties assigned to mortal man, is more difficult or important than this? Your correspondent next "asserts as a fact, that no person is so humbly reduced in the matter of living as the teacher" when "boarding round." And he asks, "where will you find one who fares like him?" Now it occurs to me, that his assertion is not founded in truth; that on the contrary, the teacher, even when "boarding round," fares better than either the parents or scholars with whom he lives. He sleeps in the best bed, has

a fire in the best room, the best chair at the table, and a share of the best food the family can command; in fact, there is usually quite a stir about boarding the master, and if there is anything in the way of doing him ample justice at a particular time, perchance he is notified, and requested to come at another time. Is it not safe to assert, then, that the teacher is not so reduced in his living as claimed? Does he not fare as well, or better, than his employers? Another proof of this is, that very many of our teachers come out of school in good health and condition. The next important idea is, that the teacher requires time to prepare himself for to-morrow's duties, for no teacher should fail, "as a general rule, to prepare himself for every recitation before the time appointed." Now I submit, that as a *general rule*, the teacher should be prepared to teach before he begins his school, and I am happy to know that our law also takes this view of the case, since it provides that the superintendent shall examine teachers before they are allowed to commence, instead of examining them every night at bed time. The teacher of common schools who is dependent upon his evening study to enable him to prepare for to-morrow's duties, is not qualified to teach. The labors of the day reasonably disqualify him for study, and so much depends upon *government*, the time out of school should be spent in forming the acquaintance, and securing the respect, love, and co-operation of parents, guardians, and pupils.

Again D. M. C. says, "the true, living teacher is not addicted to idleness or apathy," neither is he "either penny selfish, or pound foolish," because he desires a steady home.

You will notice in the April, (not March,) No. that I said, the teacher who is unwilling to "board round," under ordinary circumstances, is, in fact, either a "*penny selfish*, or a *pound lazy*." I did not say, as the above quotation would infer, that he is a pound foolish. The *folly* of allowing the teacher to spend half his time in

preparing for college, or in promoting some other selfish end, *lies with the parent*, and I believe, the united testimony of a world of common school teachers, will sustain me in the assertion, that to govern and teach successfully a common school, require the undivided energy and industry, of even the "true and living teacher." And I submit, too, that the teacher should not be too desirous to avoid "half spoiled children, or anxious and inquiring parents."

Again he asks, "where is the teacher, possessed of average common sense, who cannot, by daily intercourse with the scholar, learn more of his character, than by a two days' acquaintance at home?" I am surprised, that D. M. C. should suppose, that if he boards around, he will not have just as much daily intercourse, as though he did not. And where, *I ask*, is the teacher of average or extraordinary, common or uncommon sense, that cannot learn *more fully*, the dispositions, habits, proficiency, and wants, of his pupils, by the opportunities offered him in "boarding round," *in addition* to all his other opportunities, than without them? It is said, "the child feels a restraint at home, in the presence of the teacher, and does not act out his true character."

I am surprised, that he should pretend, that the child feels more restraint at home, than in the school room, in the presence of the teacher. This is not the fact. Again, it is said, the teacher should become acquainted with the people of the district, in the school room, and it is alleged, that "not only the law of etiquette, but every sense of justice, propriety, and decency," demands this. But does this law of etiquette, that requires parents to visit the teacher, allow him to refuse to visit the parents and pupils? What kind of "justice," "propriety," or "decency" is there in compelling a district to furnish a better house, and give a better living, to *their servant*, the teacher, than they give themselves and their children? Down with your white gloved aristocracy. Teachers,

don't get above your business; you have a noble, and mighty work to do, but you must go where it is, and take hold "without mittens," to do it. Sacrifice, if need be, your own comfort and convenience, that you may gain the full acquaintance, the true friendship, the abiding confidence, the hearty co-operation and lasting good will, of parents and pupils. In this way only, can you render the greatest assistance to parents, in their noble work of developing the physical, intellectual, and moral nature of their children. With regard to the pecuniary view of this custom, I do not see the force of the gentleman's remarks. The question has not been raised whether the Teacher should be boarded upon the Grand List or by the Scholar, since, if boarded by the scholar, both might be boarded in one place. Again, where does this public money come from that is drawn by scholars? Although this does not touch the question, I will concur with D. M. C. that it is good policy, as well as good principle, for any State to maintain a liberal system of education at the expense of the property of the State. At the same time, I must say in conclusion, that I still believe the custom of "boarding round" is the best for the common school, and that the Teacher who objects, is either a penny selfish or a pound lazy. H. C. O.

POLITENESS.—Boys, be courteous. In this fast age, school boys, and girls too, are in danger of failing in this duty,—a duty that radiates and reflects pleasure. Be polite in little things. Show your respect for your teachers, parents, or superiors in age, by respectful attention to their words, by deference of manner, by offering for their acceptance a desirable seat, by gentle and quiet behavior, by a cheerful yielding of your wishes, and, sometimes, your comfort, to that of others. Such habits formed in youth will secure you many friends; and, if prompted by right motives, the approbation of Him "who pleased not himself." G.

MATHEMATICAL DEPARTMENT.

ERNEST C. F. KRAUSS, A. M. EDITOR.

PROF. KRAUSS:

Will you explain the following examples and much oblige *A Teacher.*

1. From 10000 subtract 999.

2. Multiply $\frac{3}{4}$ by $\frac{2}{3} = \frac{6}{12}$ Why?

3 Divide $\frac{4}{5}$ by $\frac{2}{3} = \frac{12}{10}$ Why?

Ad. 1. We begin as usually by subtracting the units of the Subtrahend from those of the Minuend. But, the latter having no units, we propose to take one of the tens of the Minuend and dissolve it into ten units; but the Minuend has no tens either, nor any hundreds, nor units of thousands, which can be dissolved into the lower orders. But we have one ten thousand, and to obtain hundreds, tens and units, we first divide this into two parts, 9000 and 1000, then this 1000 into 900 and 100, and finally this 100 into 90 and 10. If then we dissolve the Subtrahend in the same manner into 900, 90 and 9, we have

9000—	0=	9000
900—	900=	0
90—	90=	0
10—	9=	1
10000—	999=	9001

This once understood, we can shorten the operation. We write as usually

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10000
  999
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First, we subtract 9 units of the Subtrahend from ten units, which we regard as having been taken from the tens of the Minuend, *leaving* 1 *unit* in the Remainder. We further suppose one of the Minuend's hundreds to have been dissolved into 10 tens, one of which had to be transferred to the units, wherefore only 9 tens are left in

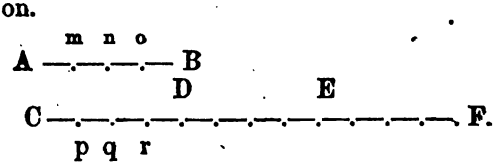
the Minuend, and subtracting 9 tens from them, *no tens are left* in the Remainder. In the same manner we suppose one of the thousands to be divided into ten hundreds, one of which had been transferred to the tens, leaving 9 hundreds in the Minuend, and subtracting 9 hundreds from them, *no hundreds are left* in the Remainder. Finally, having taken one of the 10 thousands, 9 *thousands are left* in the Remainder, and so we have

$$\begin{array}{r} 10000 \\ 999 \\ \hline 9001 \end{array}$$

Ad. 2. The Germans say, "Er ist in die Bruechc gekommen", (he has got into the fractions,) of one who finds himself in a predicament from which he does not know how to extricate himself. Experience proves the propriety of the proverb, for a great many who can work examples with only integral numbers well enough, are at a loss when they have to deal with fractions. And yet there is no necessity for this. The common arithmetical operations with fractions are no more difficult than with whole numbers, if once the *nature* of fractions is properly understood, which will soon be done, if we accurately analyze it.

Taking it for granted, that the definitions of Numerator, Denominator, Integral and Fractional Unit, are understood, we proceed to show that we can take two different views of a fraction.

fig. 1



§ 1. If A B (fig. 1) represents the integral unit, and we divide it into four equal parts, our fractional unit is 1-4, for instance A m, and taking 3 of them we have $\frac{3}{4}$, i. e. 3 fourths or A o. *The Numerator*, which designates the

number of fractional units given, or taken into consideration, is *the number* proper with which we have to deal; the *Denominator* is merely *the name* of the fractional units, and 3 fifths (3-5) differ from 3 eighths (3-8), in a similar manner as 3 yards differ from 3 feet.

§ 2. If C F, which is three times as great as A B, represents 3 integral units and we divide it by 4, we obtain C r, which is equal to A o or 3-4. Or we may say: dividing each of the 3 integral units into fourths we get 12 fourths, and dividing this number by 4, we obtain 3 fourths (3-4). Hence *a fraction* may always be regarded as *a Quotient*, whose Dividend is the Numerator, while the Denominator is the Divisor; 3-4 is the same as $3 \div 4$ and $2\text{-}5 = 2 \div 5$.

To multiply and divide fractions by whole numbers.

A.

Given a. $2\text{-}5 \times 3$. b. $6\text{-}7 \div 3$.

§ 3. The Denominator indicating only the name of the fractional units given, whose number is expressed by the Numerator, *the latter only* is in case a. to be *multiplied*, in case b. to be *divided*, while the same Denominator is retained. As 3 times 2 pounds are 6 pounds, thus 3 times 2 fifths are 6 fifths; hence,

$$\frac{2}{5} \times 3 = \frac{2 \times 3}{5} = \frac{6}{5}$$

As 6 feet divided by 3 gives 2 feet, thus 6 sevenths divided by 3 gives 2 sevenths; i. e.

$$\frac{6}{7} \div 3 = \frac{6 \div 3}{7} = \frac{2}{7}$$

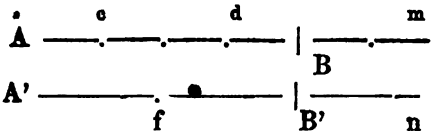
B.

Given a. $3\text{-}4 \times 2$. b. $3\text{-}4 \div 2$.

§ 4. Instead of multiplying or dividing the Numerator, i. e. increasing or decreasing *the number* of fractional units given, we may retain this number, but increase or decrease *their size* in a manner corresponding to the given Multiplier or Divisor. To multiply a fraction by 2, 3, 4,

we make the fractional units 2, 3, 4 times as large, to divide it by 2, 3, 4, we make them one half, one third, one fourth as large as those given.

fig. 2.

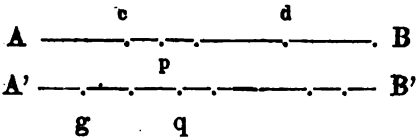


§ 5. A B (fig. 2) represents the integral unit, A c is 1-4 (a fractional unit), A d is 3-4. To multiply this 3-4 by 2, we make fractional units of the size A' f, which is twice as large as A c, take three of them, and have then A' n. Now there being only two such parts in A' B', each of them is $\frac{1}{2}$ and is twice as much as 1-4, and therefore A' n, which contains 3-2, must be twice as much as A d, which contains 3-4; that is,

$$\frac{3}{4} \times 2 = \frac{3}{4 \div 2} = \frac{3}{2}$$

By comparison, we see that A m, which is twice 3-4 or 6-4, is as much as A' n, which is 3-2.

fig. 3.



§ 6. If A B (fig. 3) again represents the integral unit, A c is 1-4, A d is 3-4. To divide this 3-4 by 2, we make fractional units of the size A' g, which is one half as large as A c, take 3 of them and have then A' q. Now there being twice 4, i. e. 8 such parts in A' B', each of them is 1-8 and is only half as much as 1-4, and therefore A' q, which contains 3-8, must be one half as much as A d, which contains 3-4; that is,

$$\frac{3}{4} \div 2 = \frac{3}{4 \times 2} = \frac{3}{8}$$

By comparison we see that A p which is one half of A d, i. e. of 3-4, is as large as A' q or 3-8.

§ 7. From this it is plain that the size of the parts,

into which the integral unit is divided, will *increase* or decrease in the same ratio, in which their number is *decreased* or increased.

1-2 is twice as much as 1-4,	1-8 is half as much as 1-4,
1-3 " " " " " 1-6,	1-12 " " " " " 1-6,
1-2 " three times " " 1-6,	1-18 " one third " 1-6,
1-4 " five " " " 1-20;	1-100 " one fifth " 1-20.

In short: if we *divide* the *Denominator* of a fraction, without altering the Numerator, we *increase*, if we *multiply* the *Denominator*, we *decrease* the value of the fraction so many times as the number contains units, by which in the first case we have divided, in the second case multiplied.

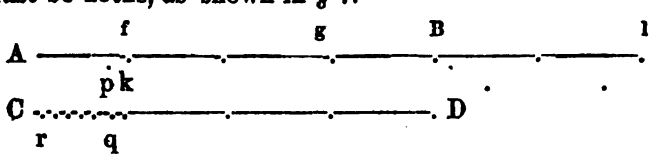
To multiply a fraction by a fraction.

Given 3-4 × 2-7.

§ 8. Our multiplier 2-7 is the 7th part of 2, as was shown in § 2. 3-4 × 2 = 6-4, as we have seen in § 3. Having here multiplied by a number 7 times larger than required, the Product must be 7 times larger than it should be, and to correct this we must evidently divide this first Product 6-4 by 7, which we do according to § 6 by multiplying its Denominator, and obtain 6-28; hence,

$$\frac{3}{4} \times \frac{2}{7} = \frac{3 \times 2}{4 \times 7} = \frac{6}{28}$$

The Numerator 2 of our Multiplier says, that twice as many parts as there are given, are required, hence we get 6 parts. The Denominator of our Multiplier says that the parts required are to be only one seventh as large as those given; the parts given are fourths, the parts required must be 28ths, as shown in § 7.



Let A B (fig. 4) represent the integral unit, then is A f 1-4, A g 3-4. Multiplying A g or 3-4 by 2, we obtain A l

or 6-4. Dividing this by 7, we have A p, which must be 6-28, as we will show. C k is as large as A f, i. e. 1-4. Dividing this into 7 parts, C r is 1-7 of C k (i. e. of 1-4) and therefore 1-28 of C D, i. e. of 1; hence C q which is as large as A p, is 6-28. Q. E. D.

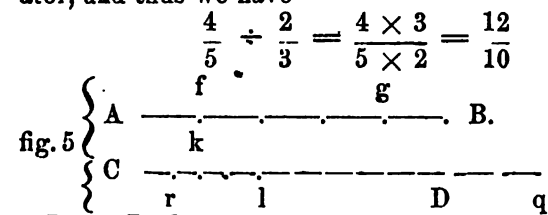
To divide a fraction by a fraction.

Given 4-5 ÷ 2-3.

Our Divisor 2-3 is the third part of two as explained in § 2. The Numerator 2 of this Divisor indicating, that the parts required are to be only half as large as those given, it follows that there must be twice as many of them in the unit as shown in §§ 6 and 7. Hence, instead of fifths we get tenths, and 4-5 ÷ 2 = 4-10. But we have divided by a number, three times larger than was required, in consequence of which this Quotient will be only one-third as large as it ought to be. Hence, to give it the proper size, we must multiply this first Quotient by three, which we do according to § 3 by multiplying the Numerator, and thus we have

$$\frac{4}{5} \div \frac{2}{3} = \frac{4 \times 3}{5 \times 2} = \frac{12}{10}$$

fig. 5



Let A B (fig. 5,) represent the integral unit, A f will be 1-5, A g is 4-5. Dividing C k, which is equal to A f i. e. 1-5 into two parts, C r is 1-2 of C k, i. e. of 1-5 and 1-10 of C D, i. e. of 1. Further C l, which is 1-2 as large as A g, is 4-10. Having divided by a number, three times too large, this result C l is three times too small, hence three times its size, i. e. C q or 12-10, will be the result required.

SCANDAL.—Many a wretch has rid on a hurdle who has done much less mischief than utterers of forged tales, coiners of scandal, and clippers of reputation.—*Sheriden.*

TIME.—The great rule of moral conduct is, next to God, to respect time.—*Lavater.*

EDITORIAL DEPARTMENT.

To the hundreds of teachers, who are now employed in the District Schools of Vermont, we would address a few words of encouragement. We have already intimated the deep interest we feel in your success. We have a common cause, and would cherish a deep sympathy, in all that interests or troubles you. Allow us, therefore, in a familiar manner, to make a few practical suggestions. And first of all, try to realize the importance of your work. Your position is one of fearful responsibility, and doubly so, at such a time as this. We have reached that period in the history of our noble country, when the strength of our government and the permanency of our free institutions, are to be tested. Every heart not stained by a *traitor's* guilt, even now, throbs with the deepest emotion. Patriotism is at length aroused, and every man, woman, and child, has raised the question, "What can I do for my country?" Your fathers and brothers are gone, or are ready to go, to the bloody battle field; your mothers and sisters may be employed to provide for their present and future wants. You are also toiling for your country; *they* for its rescue from the foul grasp of treason and *you* for its future prosperity. Our *common schools* have more power to secure the future greatness of Vermont, than all the swords and bayonets that have gone forth, or will go from our borders. Your work, then, is important and your responsibility great. A sensible writer has said, "The *mothers* of a country, mould the character of its citizens, determine its institutions, and shape its destiny. Next to the influence of the mother, is that of the FEMALE TEACHER." You see, therefore, that you occupy not only an important, but an honorable position. To you belongs a large share of the responsibility and glory of moulding the destiny of a future generation. With what earnestness, then, should you apply yourselves to your noble work.

You should strive to honor your profession. In order to do this, you must have a high standard of qualification; you should not be satisfied with only such attainments as will meet the demands of the law, but should aim at a larger degree of cultivation, and of scientific and professional knowledge. And you must enter upon your duties, with the spirit of earnestness and self sacrifice which the importance of your work demands. It matters not for how small a compensation you are compelled to labor; how little inter-

est your employers manifest either in yourself, or your school; how uncomfortable and ill constructed may be your school house, or how poor the "tools" you have to work with: you must be an *earnest and true teacher* or you are unworthy the place you occupy. "To teach, whether by word or action, is the greatest function on earth." Can you, then, sustain yourself in this high position, or deserve the sacred name of *teacher*, while you are governed by merely mercenary motives?

We trust, young ladies, that you are all well qualified and earnest teachers, and will proceed to make some suggestions, as to the manner in which you are to discharge your various duties. You act in the two fold capacity of *mistress* and *teacher*; you must both manage and instruct, every hour of every day of your term. And remember, that upon your *management*, depends your success, more than anything else. You have already begun your schools, and are now forming acquaintances, and fixing impressions for good or for evil. Every act in the school room and in the neighborhood, is telling upon your success or failure. Do you board among the scholars? This time honored custom, which some regard a relic of darker ages, has its advantages, as well as its disadvantages. If you do not have your home in the district, you should lose no time to form an intimate acquaintance with all your patrons. Visit them at their homes. Interest yourselves in what interests them, in their business, in their children; in the family, be social, and you will gain the sympathy and confidence of all. This done, and you are prepared to *manage* your school. If you would have everything move on pleasantly and successfully, in the school room, you must have the confidence and co-operation of your employers as well as of your pupils. Secure these, then, first of all. And remember another thing, your duty to yourself and your profession, demands that all your interest, time, and strength, be given to your school, whatever be your compensation. O.

First Organ.—The first organ ever heard in public worship in this country was sent from London to the King's Chapel in 1714. The organist came out from England with the instrument, as no person in the colony was to be found able to assume its charge. The first organ ever built in this country was made by Edward Bronfield, who died August 18, '56.

EDITORIAL MISCELLANY.

New Subscribers.—A goodly number have availed themselves of our liberal offer to *Female Teachers*, and have already ordered copies of the *Vermont School Journal.* We here renew the offer. To any *Female Common School Teacher*, in the state, we will send a copy of the School Journal, (Vol. III,) for *fifty* cents, or a copy of the *School Journal*, and a copy of "*Gleanings from School Life Experience*," for *seventy-five cents.* To any Teacher who will, after this date, send us *five* new subscribers, with advance pay, we will return a receipt in full for her own subscription for an *additional* year, or two copies of the *Gleanings.*

Teachers' Institutes.—We would call the attention of teachers to Secretary Adams' notice of Institutes, to be holden during the month of June. No teacher, in the counties in which they are to be held, should fail to be present. All need the suggestions and inspiration, which these gatherings are calculated to impart.

VASSAR FEMALE COLLEGE.—By a munificent donation, of $408.000, MATTHEW VASSAR, ESQ., of Poughkeepsie, N. Y., has established and endowed a College for *Young Ladies*, which is to go into operation, as soon as the plan of the donor can be perfected. The grounds appropriated for college purposes, consist of 200 acres, and lie to the east of Poughkeepsie, about one mile distant from the city limits. *Mr. Vassar*, on committing the trust to his Board of Trustees, made the following remarks, explanatory of his motives and views in devoting this fortune to so noble a purpose.

"It occurred to me, that woman, having received from her Creator the same intellectual constitution as man, has the same right to intellectual culture and development.

I considered that the MOTHERS of a country mould the character of its citizens, determine its institutions, and shape its destiny.

Next to the influence of the mother, is that of the FEMALE TEACHER, who is employed to train young children at a period when impressions are most vivid and lasting.

It also seemed to me, that if woman were properly educated, some new avenues to useful and honorable employment, in entire harmony with the gentleness and modesty of her sex, might be opened to her.

It further appeared, there is not in our country—there is not in the world, so far as is known— a single fully-endowed institution for the education of women.

It was also in evidence, that for the last thirty years, the stand-

ard of education for the sex has been constantly rising in the United States; and the great, felt, pressing want has been ample endowments, to secure to Female Seminaries the elevated character, the stability and permanency of our best Colleges."

Military Education.—The *North Carolina Journal of Education*, (April No.,) publishes an essay on Military Education, which occupies, in fine print, more than fifteen pages. The object of the essay is, "to show the benefits of Military Schools, and their *peculiar fitness and adaptation to our Southern Youth.*" Is it a wise policy, to encourage the predominance of the *military* over the *scientific*, in any state or country? Is anything gained by cultivating a military spirit, to the neglect of that moral and intellectual culture, calculated to fit our youth to become peaceful citizens, in a law abiding community, and to discharge the duties of political, civil, and social life? We think not. An exclusively military education tends to create a warlike spirit and a military despotism. A thorough system of *common schools*, we think is better adapted to the genius of our government.

Prof. *Milo P. Jewett*, has been appointed President of *Vassar Female College.* O.

NOTICES OF BOOKS, PUBLICATIONS, &C.

Our Journal.—Owing to circumstances, not connected with the *war*, but beyond *our* control, the paper and printing of the Journal have not answered our expectations. After this month, we have promise of improvement.

We are indebted to the Hon. *John D. Philbrick*, of Boston, and Hon. *James Denman* of San Francisco, Cal., for interesting reports of the public schools, in their respective cities.

The Polylingual Journal, a Quarterly Magazine, in French, Spanish, Italian, German, and English.

The New Series of this JOURNAL is published in the regular octavo form. The French, Spanish, Italian, and German, are published in separate MAGAZINES, composed of the best productions of some of the leading writers of France, Spain, Italy, and Germany. These Magazines are published quarterly, with a Supplement of *Instructions* for private learners, at *one dollar a year each, in advance.*

Hiram C. Sparks, Editor and Proprietor, and Author of Sparks' Analysis of the French Verbs. Students in either of these languages, will find this Journal to be a valuable aid. The Editor's ex-

perience as Professor of Modern Languages, and his intimate acquaintance with the peculiarities and idioms, in each of the languages represented in his Journal, admirably fit him to give valuable and timely help to the studious inquirer.

Merry's Museum and Parley's Magazine, Vol. 41, No. 5, for May 1861, is before us. This illustrated dollar Magazine, appears to us, to be just the work for children and youth. Among its leading features, we find articles upon History, Geography, Geology, Natural History, Travels, Biography, and Puzzles. "It seeks to aid in the formation of character, establish good principles, cultivate right feeling, promote correct habits, and store the mind with useful knowledge". Published by J. N. Stearns & Co., 111 Fulton St., New York.

Godey's Lady's Book, Peterson's Lady's Magazine, and Arthur's Home Magazine, for June, come promptly to our table, with their usual variety, offering to their readers, much that is useful, or entertaining. For the housewife, they abound in receipts, suggestions, patterns, etc.

Rutland Daily Herald.—The enterprising publishers of the Rutland Weekly Herald, Messrs. Geo. A. Tuttle & Co., have within the last month commenced the issue of the above named daily. It is a handsome sheet, containing each day's news in a condensed form. See the advertisement for terms, etc.

Atlantic Monthly for June. Contents; Agnes of Sorrento, Greek Lines, The Rose Enthroned, A Bag of Meal, Napoleon the Third, Concerning Things Slowly Learnt, American Navigation, Denmark Vesey, New York Seventh Regiment, Army Hymn, The Pickens and Stealin's Rebellion, Recent American Publications. Address Ticknor & Fields, Boston.

Harper's New Monthly for June, presents the following: Coast Rangers of California, Recrimination, Adventures in Gorrilla Land, Apple Blossoms, Orley Farm and Philip (continued,) George Rogers Clark, Charty Spangler, What is best? Clergyman's Adventures, Audience of Queen of Spain, On Being Found Out, Monthly Record of Current Events, etc. Harper & Brothers, Franklin Square, New York.

Our interest in the cause of Physical Culture leads us, readily, to give the following note a place. Read the advertisement also.

Boston, May 20th, 1861.

Editors of the Vermont School Journal :—

Permit me to say to your readers, that we are making the most complete preparations for the Normal Institute for Physical Education, to open on July 4th, of this year.

In this Institution, Ladies and Gentlemen will be prepared to teach Gymnastics in the most thorough and scientific manner.

The course will consist of one hundred and eight lessons, and a regular course of lectures, upon Anatomy, Physiology, Hygiene, and Gymnastics, by four able Professors.

Those who cannot attend a full course, upon the first visit, can finish at another.

Let all those who desire to know the detail of our plan, send for a circular, enclosing stamp.

Please address Your Ob't Servant, DIO LEWIS.

Teachers' Institutes for the Counties of Orange, Windsor, Windham, Bennington, Rutland and Addison, will be held as follows :

At Randolph, June 4—5 ; Chester, 7—8 ; Wilmington, 11—12 ; Arlington, 14—15 ; Fairhaven, 18—19 ; Orwell, 21—22.

The Institutes will each continue in session during two days, having evening sessions, and each daily session will commence at 9 A. M.

All friends of Education are invited to attend, and as *punctually as* possible.

Clergymen are respectfully invited to give notice from their Pulpits.

Town Superintendents, as co-agents of the State, are earnestly requested to notify Teachers, and urge their attendance ; and also to notify clergymen. Teachers are reminded that time spent by them in attending the Institute of the County where they teach, is, by law, considered to be spent in the service of their schools, and so is not, in any sense, *lost*.—What character our Common Schools shall aim to impress upon the children of the State, is a question of very apparent importance in these times so full of peril to our country.

J. S. ADAMS, Sec. Vt. Board of Education.

Washington County Teachers' Association.—The next meeting will be held at Northfield, on Friday and Saturday, June 7th and 8th.

Superintendents of the Common Schools in the County, are requested to invite the Teachers of the respective towns to attend, and they are also solicited to be present, and take part in the discussions.

Chittenden County Teachers' Association.—The next meeting of this Association will be held at Winooski, on Friday and Saturday, the 7th and 8th of the present month.

It is earnestly hoped that all the Teachers of the County, and all others *interested* in the objects of the Association will be present. The people of Winooski cordially tender their hospitalities to the members of the Association.

VERMONT

SCHOOL JOURNAL AND FAMILY VISITOR.

VOLUME III. JULY, 1861. NUMBER VII.

SHALL PARENTS ACCUMULATE WEALTH FOR THEIR CHILDREN?

This seems to be the end and aim of a majority of parents. They toil, not merely for a competence, but for abundance, and often grumble at the dealings of Providence, if not successful. Many refuse to educate their children, not because they have not means to do so, but from fear they shall not be able to leave for them a fortune, when compelled to take care of themselves in life. But a greater mistake could not be made. Though prompted by a deep solicitude for the welfare of their children, yet such parental kindness, is entirely misapplied. All experience, and, in some instances, *bitter* experience, goes to show the folly of such views and conduct. Allow me here to introduce one example and to let the parent tell his own story. An hundred more might be cited to enforce the same truth.

"Said a friend to us, on a recent occasion, 'I never saw but one man in my life, who acknowledged he had quite as much money as he knew how to dispose of. I had called at his house one day, when a gentleman present urged him to a scheme from which he might realize a large profit. 'You are right,' said he, 'as regards the probable success of the speculation, but I shall not embark in it; I have too much money now.' This very uncommon remark struck me most forcibly, and, after the gentleman had retired, I asked Mr. P. to explain. 'Yes,' said he in reply, 'I would not cross the street to gain thousands. I should be a happier man if my income were less. I am old, and in a year or two whatever I possess will avail me

naught—my daughters are dead, and I have three sons upon whom I look with a father's pride. My own education had been neglected, my fortune was gained by honest labour and careful economy; I had no time for study, but I resolved that my sons should have every advantage. Each had the opportunity of gaining a fine classical education, and then I gave them the choice of a profession. The eldest would be a physician; the second chose the law; the third resolved to follow my footsteps as a merchant. This was very well—I was proud of my sons, and hoped that one day I might see them distinguished, or at least useful to their fellow men. I had spared no expense in their training; they had never wanted money, for I gave each a liberal allowance. Never had men fairer prospects of becoming honored and respected; but look at the result. The physician has no patients; the lawyer, not a single client; and the merchant is above visiting his counting-house. In vain I urge them to be more industrious. What is the reply? 'There is no use in it, father—we never shall want for money; we know you have enough for all.' So look at my disappointment. Instead of being active, energetic members of society, my sons are but idlers, men of fashion and display. True, they have few vices—perhaps not so many as their associates; they have never done anything to bring disgrace upon my name; but I had expected them to add to the little reputation I may have gained. It is not the money that I care for; as my sons say, I have enough for all. But let the physician attend to the poor, and the lawyer see that justice is done to those who have not the means of paying the enormous fees now required by the members of the bar. The merchant may not need the reward of his labors, but there are a thousand benevolent institutions to the support of which it would be a pleasure for me to see him contribute. They would at least be useful, each in his vocation, to those around them; now, selfish amusement is their only aim. This is the burden upon

my heart, and this is the reason of the remark you listened to. Had they been obliged to struggle against difficulties, to gain their professions, and were they now dependent upon their own exertions for their support, my sons would have gained honor to themselves and me.'"

Wretched old man! Disappointed parent! Burdened with riches, and conscious that he must soon leave them; disappointed that his sons, reared and educated in luxury and indolence, have not done honor to themselves and him! No wonder that this is "a burden upon his heart," since the very influence of his tenderness and wealth, has rendered them inefficient and unfitted them for the duties of active life. His parental tenderness was ruinous, and all his efforts were wasted. He had "too much money."

"Had they been obliged to struggle with difficulties, to gain their professions, and were they now dependent upon their own exertions for support, my sons would have gained honor to themselves and me." The cause of this failure is fully understood and deeply deplored. And this is the experience of many wealthy parents. "Nothing can be expected of rich men's sons," has become a proverb. Who are the distinguished men and women of our country? How few of them have been reared in luxury! Go into our seminaries and colleges, and who are the brilliant, reliable scholars, that give character to the class and the school? With very few noble exceptions, they are the children of parents in dependent circumstances, or at least *not wealthy*. These children have been taught the necessity of economy, self-reliance and industry, while yet at home. And who are the indolent and reckless in our Schools and in community? As often as otherwise, they are the undisciplined and petted children of the rich. If this view be correct, the wealth that parents may accumulate for their children, especially if it finds them without a thorough *practical* education, is, in most cases, a curse rather than a blessing. A competence is,

of course, desirable, but nothing more, for the good of the family. Parents should spare no pains nor means, within their power, to *educate* their children. They should do nothing for them, however, which they can do for themselves. Give them the best advantages; place them under the most rigid discipline, and the most watchful care; surround them by the best moral and religious influences; teach them habits of industry, and that self-reliance and self-application are the only means of success, in the school or in the world. Money and toil, that secure for children such advantages, and such results, have not been wasted.

Parents should not, then, aim to accumulate wealth for their children. It is a dangerous experiment. But they should strive to give them all the advantages of a thorough, physical, intellectual and religious education. With this, they have a surer guarantee for success, happiness and usefulness in life, than *millions of money* could bestow. O.

WAIT A LITTLE LONGER.

Friends on life's tempestuous sea,
When the storm clouds threaten thee,
Wait a little longer;
Jesus in the Ship asleep,
Will his own in safety keep.

When temptation's waves roll high,
And you fain would from them fly,
Wait a little longer;
Jesus tempted like as we,
Able is to succor thee.

You who form the christian band,
Eager for the promised land,
Wait a little longer;
Jesus standing at the helm,
Safe shall guide you to his realm.

Though the voyage of life be long,
You can cheer it with your song,
Wait a little longer;
Safe into the port you'll glide,
Anchor on the other side. L. P.

THE TEACHER'S MISSION.

The sun rose bright and beautiful and his rays fell with an autumnal softness on the thousands gathered within the holy city, to celebrate the feast of the tabernacles. Far away in the distance the mists rose from lake and mountain stream, and, like a gossamer vail, spread out over the picturesque landscape. Soft and musical was the chant as the autumn breeze played among the tall spires of the temple, or sighed through the foliage of the towering palm-trees. The shouts of the reapers had died away. The presses were filled with new wine. The garners were piled to overflowing, and Judah's thousands, their hands filled with thank-offerings, stood within the temple's sacred inclosure. Joy beamed forth from the eye of the thrifty husbandman, and thanksgiving went up from the heart of the toil-worn laborer, as they called to mind the provident care of the God of harvest, who feeds even the fowls of the air, though they "neither reap nor gather into barns."

A low murmur of inquiry ran around from lip to lip of that assembled multitude, "What think ye, will *he* not come up to the feast?" Curiosity and expectation were drawn out to their extreme tension, for even then *one* was journeying about among the hills of Judea and over the plains of Gallilee, "who taught as never man taught," at whose touch darkness fled away from the sealed orbs of vision, and sound entered in where hitherto silence had sat enthroned. At his word the staff fell from the cripple's hand and without it he walked, and even the dark portals of the tomb opened at his approach, and life, loveliness and beauty, again glowed afresh on the pale lineaments of its imprisoned tenant. An almost breathless suspense hung around this vast assembly, an anxiety even painful in its impress was depicted on many a countenance, as the oft-repeated interrogatory fell from their lips, "Where is *he?*" Hushed at once was the murmur of voices and fixed was every eye, as from the midst of that multi-

tude, a voice rose loud and clear, and, with a power that made even the proud Sanhedrim tremble, Jesus proclaimed, "Wo unto you, Scribes and Pharasees, Hypocrites! for ye shut up the kingdom of heaven against men, for ye neither go in yourselves, neither suffer ye them that are entering to go in." "Wo unto you lawyers! for ye have taken away the key ot knowledge, ye entered not in yourselves, and them that were entering in ye hindered." No wonder that the common people heard him gladly. No wonder that the Scribes and Pharisees denounced him as in league with the father of lies, and sent their officers to drag him forth from the temple. Aye, no wonder that the officers urged, in extenuation of their failure to bring him, "Never man spake like this man." Surely, never man did speak like him, "for he taught as one that had authority." Our Saviour, in his mission to earth, not only healed the sick, and fed the hungry and preached the gospel, but he also *taught* the people thus by his own example investing this office with a worth and dignity second to none else. I think that we, as a community, do not justly estimate the importance of the Teacher's mission. We are too slow at remembering that to the Teacher we commit the training of that ennobling faculty which exalts man above all things else that walk upon the face of the whole earth. We are too prone to forget that the young intellect is plastic, and that in the Teacher, in a very great degree, lies the power to clothe that intellect in the habiliments of beauty or deformity.

More than twenty-eight centuries ago this maxim came from the pen of inspiration, "Train up a child in the way he should go, and when he is old he will not depart from it;" and the experience of the whole world ever since, has not been able to gainsay it. That class of teachers whose aim is to develop, in the fullest measure, all the mental and physical powers, and to implant in the heart moral and religious truths, as well as to secure mental culture, will have accomplished the Teacher's mission

better than those who aim to adorn the intellect alone. When we remember that all of life here, though it be drawn out to three score and ten, or even four score, years, is but the dawning of existence when compared with eternity,—when we remember that this brief moment is all we have wherein to prepare to meet the responsibilities of that ever enduring cycle, we feel that all of earth falls away to utter nothingness when weighed in the balance with a soul redeemed by the blood of the Son of God. The Teacher may and should do much to adorn and beautify, and elevate the whole mental power, and these efforts are worthy of all praise. But this is not all. He should do much, aye very much, to implant deep down in the heart, those moral and religious truths, that shall in after years bud, and blossom, and bring forth fruit, yea, the "fruit of righteousness and peace, and joy in the Holy Ghost." When efforts and aims like these wake up the energies and draw out the warmest desires of the Teacher; when he deems no effort too great, no sacrifice too costly, no labor too wearisome, that from his hand may be turned off the pure spirit, fitted for usefulness here and glory hereafter; when, with "line upon line and precept upon precept," he lifts up to the throne of grace that earnest, untiring prayer of faith which must prevail; then, and not till then, will the Teacher have fulfilled all his mission. N. W.

True Trust.—One evening, we are told, after a weary march through the desert, Mohammed was camping with his followers, and overheard one of them saying, "I will loose my camel, and commit it to God;" on which Mohammed took him up: "Friend, tie thy camel, and commit it to God,— that is, do whatsoever is thine to do, and then leave the rest to God."

"Strike while the iron is hot."—That is one way, but it is more to the purpose to *make the iron hot by striking.*

A LEAF FROM THE TOMB OF WASHINGTON.

Leaf from the sacred tomb,
  The Mecca of our land!
We love thee, though thy bloom
  Is touched by Time's pale hand.

Leaf but as other leaves,
  A leaf — no more — thou art —
To thee my spirit cleaves
  I press thee to my heart!

Far more than other leaves,
  More than a forest, thou!
For thee the breast will heave,
  The head in rev'rence bow.

Thou speak'st of other days,
  When, with the leafy throng,
Thou trembled'st o'er that place
  The tomb of WASHINGTON.

Thou, leaf, hast danced where forms
  Of human mould would kneel!
As thou the force of storms
  Ecstatic joy they'd feel!

Leaf, ah! I envy thee!
  Thou hast wailed requiems soft
Over dead majesty—
  Hast paid that tribute oft.

Pure tears have dropped from thee
  Upon that holy sod:
Thou'st fed on air that he
  Had breathed — the hero-god.

Thou know'st the hero's grave,
  The place of valor's rest,
Where Earth entombs the brave
  Within her honored breast.

Tombs other yet he hath
  Whence glory ne'er departs;
A mighty cenotaph,
  Millions of freemen's hearts.

Fain Freedom lays her sons —
  Not in the dark, chill tomb
Where Art her pillar rears,
  That fills the mind with gloom —

Embalmed in sighs and tears,
  In rev'rent love enclosed,
They rest through after years
  As none else e'er reposed.

Time hath no power to touch
  And crumble into dust,
This heart-built sepulcher,
  Life's purest, holiest, trust. L. C.

"DO THEY TEACH FOR MONEY?"

MESSRS. EDITORS:—An article appears in the May number of the Journal, with the above interrogation for its caption, and signed "H," who, with much spirit, and some injustice, has seemed to change his interrogation into an affirmation.

Your correspondent manifests much earnestness as to the standard of the teacher's profession, and seems to be almost indignant at the impositions upon the profession, by indications of "commendable perseverance under difficulties," which are of no "credit to the school-master."

With much deference to your correspondent, I beg leave to take a different view of the character of those teachers, who educate themselves by their own money, earned by their own brain, from that set forth by him. I had always supposed that those teachers who collected a little money by teaching and spent it by learning, who alternated from pupils life to teacher's, and from teacher's life to pupils, had an opportunity of experimental knowledge in both positions, and possessed a "professional knowledge" of teaching, unknown to any other teacher, with the same experience. The fact, that young men and women, are thus earnest in seeking wisdom for themselves, seems, of all other indications of improvement in our schools, the brightest. This fact is not only indicative of

"commendable perseverance under difficulties," but of genuine earnestness, which your correspondent says, is "one of the most important elements in the *true* teacher's character," for none, but an earnest, persevering teacher, will attempt to educate himself by teaching, under the many disparagements which now meet him in the teacher's calling.

In the last paragraph of your correspondent's article, I must say, though with great deference, that he does great injustice to the teacher. These young practitioners of law and medicine, would not be "denounced as *intruders* and *quacks* and *reckless triflers* with human life and justice," if they had received their diplomas, although they were still laboring to raise their qualifications above their diplomas. When we demand a disgracefully low standard of qualifications, because it is "cheap," and invite those not above that standard to teach our schools because it is "cheaper," and then turn round and call them "drones and leeches hanging about the profession, who feel no interest in the school, and make no effort to discharge their duty, except so far as their own selfishness may dictate," we pay them in our "cheapest" currency, and, worst of all, we usually pay them in advance? "Do they teach for money?" Ask the female teacher, who is toiling at twenty-five cents per day, and "boarding round," and hearing daily, that she has neglected the mothers' pets, (for even the youngest are given into the charge of the school-ma'm,) that "we are throwing away our money—pity the school-marm can't walk as far as my little Jimmy, who is scarcely three years old," &c., &c.

"Do they teach for money?" Ask the school master, who is receiving "great wages," fifty cents per day, and is expected to manage thirty or forty girls and boys, some of whom, by virtue of their ability to govern, have taught their parents obedience.

Go through Vermont, and see the teachers' work-shops, and compare them with the barns for the cattle; visit the

inmost thoughts of the teacher; witness his untiring efforts; see him serve faithfully for three months, and turned off, and a "cheaper" one reaping the rewards of his industry—the faithful one without credit for his well-doing, and your correspondent will find, that those teachers who are the most faithful, are those who earn "the money that supports them while studying," and these do not "bring disgrace upon our calling, and dishearten those who have devoted to it, their talents, attainments and lives." It is true that we have mercenary teachers in too many places, but it seems to be unjust to accuse the self-educating teacher of being a hireling. E. C. 2nd.

MR. SMITH'S SCHOOL REPORT.

I have just been perusing a printed School Report, prepared by Mr. G. F. Smith, the superintendent, of Washington. I was so highly pleased with it, that I can not refrain from calling attention to it publicly. My chief reason for doing this is, that every town and school superintendent, in the intelligent state of Vermont, who does not prepare and print a good, thorough, critical school report, may take a timely and well-intentioned hint, and confer a lasting benefit on community by doing so.

Mr. Smith presents an account of the condition of all the schools and districts in town, in detail, and, with seeming boldness and impartiality, exposes their prominent defects; and, with equal readiness, points out their many excellencies. He thinks the subject of *school attendance* is of very great importance, and the masterly manner in which he treats it, and many others of interest, shows that the citizens of Washington have not only selected a fine scholar to superintend their schools, but one whose heart is in his labors. His report can not be otherwise than very valuable to that town. J. P.

Extract from Report.

"The great secret in educating children successfully, is not well understood. The scholar must be *interested*,

you must *make* him so. Parents and teachers may try every other method or theory, and they will surely fail. Observation and a good share of experience in instructing youthful minds, have confirmed this in my mind. Whatever is made pleasing and interesting to the scholar, is grasped by him with avidity and is happily adapted to the expansion of his intellect.

This is a progressive age with attractions on every hand. Progress is outside, if not in the inside, of the school room. If you cannot build good school houses in pleasant localities—furnish them with everything well adapted to the wants of the scholar, such as maps, globes, etc., etc.,—procure the services of good thorough teachers, and show by your habitual presence in the school room that you have interests there; your children can never value their advantages, simply for the want of them. And if any of you have a dunce in the family you will readily ascertain the fact, for he will go to school *if sent;* but those who are capable of contrasting the attractions of the school room with those outside of it, will leave the old, dirty shell of a school house, its monotonous and lifeless exercises, the insipid and illiterate teacher, and in connection with their parents' utter neglect of the school, will conclude that their work is not truly meritorious, and the education they may acquire with such means can be of no great value to them. In view of these things, how important it is that parents should awake to them. The education of most children is limited to common schools. This fact alone impresses us with the necessity of surrounding them with every possible means of interest and attraction. Here is where the masses receive all of their school education. Our Common Schools are the great nurseries of human intelligence. Little prattling children and the ambitious youth go up to them to learn to walk the winding ways of science. Here is where the youthful mind receives its first impressions, and a healthful stimulous may excite it to high efforts and noble actions, or a poisonous one embitter it for life. Here it is that the characters of our future men and women are being fashioned, and their degree of excellence depends on the fulfillment of our known duties.

Then we should labor to make the school room the pleasantest of all places, so environed with attractions and so productive of advantages, that our children may grow up men and women, pure, learned and wise."

A GENEROUS CRIMINAL.

A young man recently made his escape from the galleys at Toulouse. He was strong and vigorous, and soon made his way across the country, and escaped pursuit. He arrived next morning before a cottage in an open field, and stopped to beg something to eat, and for concealment while he reposed a little. But he found the inmates of the cottage in the greatest distress. Four little children sat trembling in a corner; the mother was weeping and tearing her hair, and the father walked the floor in agony.

The galley-slave asked what was the matter, and the father replied that they were that morning to be turned out of doors because they could not pay the rent.

"You see me driven to despair;" said the father, "my wife and little children without food or shelter, aud I without means to provide any for them."

The convict listened to this tale with tears of sympathy and then said,

"I will give you the means. I have but just escaped from the galleys; whoever secures and takes back an escaped prisoner, is entitled to a reward of fifty francs. How much does your rent amount to?"

"Forty francs," answered the father.

"Well," said the other, "put a cord around my body; I will follow you to the city; they will recognize me, and you will get fifty francs for bringing me back."

"No, never!" exclaimed the astonished listener; "my children should starve a dozen times, before I would do so base a thing."

The generous young man insisted, and declared, at last that he would go and give himself up, if the father would not consent to take him. After a long struggle, the latter yielded, and taking his preserver by the arm, led him to the city, and to the mayor's office.

Everybody was surprised that a little man like the father had been able to capture such a strong young man;

but the proof was before them. The fifty francs were paid, and the prisoner sent back to the galleys. But after he was gone, the father asked a private interview of the mayor, to whom he told the whole story.

The mayor was so much affected, that he not only added fifty francs more to the father's purse, but wrote immediately to the minister of justice, begging the noble young prisoner's release. The minister examined into the affair, and finding that it was comparatively a small offense which had condemned the young man to the galleys, and that he had already served out half his time, ordered his release. Is not the whole incident beautiful?—*Student and Schoolmate.*

THE TEACHER CROWNED.

The relative importance of the teacher's profession, is clearly set forth by the following fable. Though drawn from mythology, the illustration is complete. O.

"When Jupiter offered the prize of immortality to him who was the most useful to mankind, the court of Olympus was crowded with competitors. The warrior boasted of his patriotism, but Jupiter thundered; the rich man boasted of his munificence, and Jupiter showed him the widow's mite; the pontiff held up the keys of heaven, and Jupiter pushed the doors wide open; the painter boasted of his power to give life to inanimate canvas, and Jupiter breathed aloud in derision; the Sculptor boasted of making gods that contended with the immortals for human homage, Jupiter frowned; the orator boasted of his power to sway the nation with his voice, and Jupiter marshaled the obedient host of heaven with a word; the poet spoke of his power to move even the gods by praise, Jupiter blushed; the musician claimed to practice the only human science that had been transplanted to heaven, Jupiter hesitated; when seeing a venerable man looking with intense interest upon the group of competitors but presenting no claims, 'What art thou?' said the benig

nant monarch. 'Only a spectator,' replied the gray headed sage; 'all these were my pupils.' '*Crown* him, crown *him*,' said Jupiter; 'crown the *faithful Teacher* with immortality, and make room for him at my right hand!'"

TO THE COMMON SCHOOL TEACHERS OF VERMONT.

Having assumed the business of teaching, you have not merely entered upon an important field of labor, but you have assumed a responsibility for results, which will overleap the bounds of time, and sweep the great cycles of an interminable future. To educate the immortal mind, so far as your appliances may affect it, is to leave your impress upon it forever.

The youth whom you are daily instructing and guiding, you are molding and training, not only for the duties and changes of this short earthly career, but for the solemn destinies of another world. You have assumed the fearful work of developing and cultivating the powers of body, mind and soul with which the God of Nature has invested every intelligent human being. The character and office of your work are among the highest, the most dignified and useful employments in human society. For, "if we may measure importance, power and dignity by the nature of a service, and the end to be attained, then the work of a Christian teacher stands eminent" among the allotments of human labor. To become a teacher, an educator, is a matter of no ordinary importance, and no one should assume such a relation, unless he is fully prepared to dignify his profession, by labors abundant, efficient and faithful.

"*By their fruits shall ye know them*," was the important instruction of the Great Teacher to His disciples; and by this test all men of all professions, in all ages, are known. By this criterion all are judged, to this standard all must come.

Every teacher should be careful to guard and preserve

the dignity of his profession, by a thorough preparation, so as to avoid the liability of being branded a pedagogical empyric. We can endure empiricism anywhere else better than in the education of immortal beings. But I am aware that there are multitudes who take up *"school-keeping"* as a temporary business, very many of whom are sadly deficient in many of the essential requisites for successful teaching. I know, too, that there are many motives and inducements which prompt young ladies and gentlemen to do so, who in all other respects may be very worthy. On the other hand, there are scores of both sexes, who, every year, graduate from our higher schools and colleges, whose characters, talents and scholastic attainments eminently qualify them for the profession of teaching, but who are drawn away by ignoble motives from a profession in which they might have rendered honorable and efficient service.

The love of wealth, the charms and excitements of commercial life, ambition for a brief career of political distinction and honor among men, have often so completely blinded the eyes of young men that they have lost sight of the higher, holier, nobler objects and aims of life.

Let not, then, the love of your own ease and personal gratification, nor the impulses of an unchastened ambition, nor the love of riches, nor the pride of life, nor the dazzling splendor of place and power among men, draw you away from your chosen profession. If you have not already fully settled this matter, delay not to do so; and when you have clearly determined what is duty, reverence it, obey it, give yourself up to be led and guided by it, as the sacred talisman of your life; from which let no temptation, interest or circumstance cause you to swerve. Wisely has it been said, that "the voice of duty is the voice of God." And there is really little hope of that person who will not obey her voice.

At the very beginning of your life-work, then, pause un-

til you fully comprehend the importance connected with the great objects and ends of living. Ascend some lofty mount of vision, far above the blinding mists and clouds of earthly follies; some Pisgah, from whose towering top you may view with undimmed eye the whole land promised to you for a possession; and there and then, with the fear of God and eternal consequences before you, choose your portion. From that consecrated time and place, let your hearts throb with the vital pulsations of a life in earnest.

The last signal of the British Admiral, on the morning of the battle of Trafalgar, was in words which have become at once historical and immortal:—"*England expects every man to do his duty.*" Let this noble sentiment of Lord Nelson be indelibly written upon your hearts:—Vermont expects every teacher to do his duty. Earth and Heaven challenge you to be faithful to your trust; to be honest, earnest and skillful in your labor. Society has the greatest possible interest in your skill and success, for its highest responsibilities and trusts will soon devolve upon those whom you are now training and fitting for life's duties. Our common country has a claim upon you for efficient service. The next generation of men, who are now your pupils, will bear the burdens and control the destinies of this great nation. Upon them, under God, will depend all our social happiness, commercial prosperity and political greatness. To them it will belong to promote the onward progress and secure the triumphant success of our free institutions. In view of such responsibilities, so great and glorious in their most desirable results, well may you exclaim, "Who is sufficient for these things?"

If, guided by the light of these few observations, you may be led to inquire, "What lack I yet?" and you feel conscious that, in some respects at least, you are lacking, allow me to urge upon you the importance of immediately making use of the appointed means, by which you may

become prepared to dignify your profession by doing your work in the very best manner possible.

Brattleboro'. WALNUT STREET.

MENTAL CULTURE.

This goes hand in hand with Physical Culture. We do not believe that a sickly person can truly enjoy study. He may have a thirst for knowledge that urges him on, but every effort leaves him more exhausted, and less satisfied with himself. But he who has health, is prepared to take hold of study with a zest, to grapple with the difficulties that oppose his progress, and manfully to surmount them.

We have endeavored to show, in a former article, that Physical Culture should be so conducted as to develop the whole body, inducing and promoting strength and healthy action in every member. Precisely of the same thorough character should Mental Culture be. The mind is not a passive, india-rubber-like recipient, into which knowledge may be stuffed to an indefinite extent; it is a living, growing reality. As the growth of the plant, or the body, is promoted and sustained by healthy and nutritious food; so is the development of the mind promoted by careful nurture, by food adapted to its particular nature.

Among the means by which this right culture may be secured, *a right beginning* stands first. Who of our readers, does not mourn over the want of this means in his early instruction? The further we have advanced in mental culture, the more sensible does each of us become, of this defect. So many of our early years were so nearly wasted by false or careless instruction, we find it necessary to employ much valuable time, in undoing what was so badly done, and in digging down through the rubbish of these erroneous teachings, to the point of departure, that we may set our course anew and aright.

Since language is the vehicle of thought, the study of

it necessarily stands at the beginning of all culture of the mind. Indeed, the prime object of this culture, is to acquire the power to think. And how can we think without an accurate knowledge of, and a thorough acquaintance with, language, the medium of thought? We believe, then, that the careful, thoughtful study of language, is the most direct and fruitful source of true mental culture. Let parents, then, who are the first, and only permanent, teachers, see to it, that their children are taught to pronounce accurately and distinctly the very first words they learn to use. Away with your baby-talk. Your children will learn the first lessons you give them more readily, and retain them longer, although they may be but the teaching of example, than many a one more laboriously taught by you in after years. Early childhood is the time, and home the place, to commence the study of language; or, of grammar, if you, our readers, will not be frightened at the idea of commencing the *study of grammar* at such an age. Our own experience at home and in the school room, fully sustains this position. We believe it to be scarcely possible for one who has learned a careless or incorrect use of language in early life, to acquire a free and accurate command of it, though he become an adept in all the subtle rules of the grammarian.

Again, at no time of life is the mind so inquisitive, and discriminating too, as during the period of childhood. Should it not be trained, then, to use this inquisitiveness, and this power of discrimination, in acquiring the ability to guide aright and at will this vehicle of thought? When the child comes to the parent with the question, "What is this?" or, "What is that?" will it not be as easy, and very much more to the advantage of the child, for the parent kindly to pause and answer the question in simple, intelligible language, as to say, "Go away, I'm too busy to be puzzled with your silly questions?" When the child, thus repulsed, in its yearnings after the truth, becomes a few years older, and is sent to school, let not the parent com-

plain of dulness, the legitimate fruit of such early training. Our own observation and experience in teaching, testify that scholars are quick to understand and thorough in their attainments at school, just in proportion to the accuracy and thoroughness of their home teachings. It is a mistaken notion of many parents, that children and youth are educated at school. A very small part of their education is received there. It is at home, in the frank and unrestrained intercourse with the loved ones there; or, if love has been driven thence, it is in the street, amid the boon companions there, that the lessons are learned which make the deepest impression and are remembered the longest.

Then, how important that the parent begin this thorough and kind instruction in the elements of knowledge, before the child has left the *home school* in disgust, to find pleasure in the *street school.* The first word learned should be understood, as far as simple illustrations render it possible. The meaning of the first sentence should also be understood. Especially, do not exercise the memory without the understanding. It seems to us a poor policy, to store the memory with facts that the mind cannot comprehend. Every teacher can testify, that most scholars will memorize and repeat the words of the text-book, much more easily than they can clothe a single thought of the lesson in words of their own. L.

"WILLIE," said a doting parent, at the breakfast table, to an abridged edition of himself, who had just entered the grammar class at the high-school, "Willie, my dear, will you pass the butter?" "Thirtainly, thir—takthes me to passthe anything. Butter ith a common thubthantive, neuter gender, agreeth with hot buckwheat caketh, and ith governed by thugar—molatheth underthood."

SCIENCE.—Science distinguishes a man of honor from one of those athletic brutes, whom, undeservedly, we call heroes. Cursed be the poet who first honored with that name a mère Ajax, a man-killing idiot!—*Dryden.*

RETRENCHMENT—WHERE SHALL IT BEGIN?

Economy is always a virtue, but retrenchment is not always economy. And in such times as these, when every man sees the desirableness of avoiding all unnecessary expenses, it becomes a question of practical importance, where shall retrenchment begin? It will serve our purpose better, to take a negative view of this question. Where then must retrenchment *not* begin? No truth is more plain and important in this connection, than that expressed in the Proverbs; "There is that scattereth, and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty." Some interests in the family and community cannot be neglected, some expenses cannot be reduced, without ruinous consequences. Prominent among these, are the interests and expenses of *education*. We may deny ourselves, and withhold from our children, the *luxuries* of life; we may properly save the expenses of much of the pleasure-seeking in which we have indulged; we may cut off entirely the cost of dissipation, and greatly to the advantage of all concerned; we may wear plainer clothing, and eat more simple food; we may deny our children their usual allowance of candy and other ruinous indulgences, but we cannot safely retrench their expenses for a thorough, practical education. "*That* withholdeth more than is meet and tendeth to poverty." Suppose all the money which is annually spent in Vermont for useless amusement and ruinous indulgences, were now to be devoted to the defense of our common country, would not the war be sustained, and without additional taxes upon the people? Or should this alone be made a fund for the support of our Common Schools, Academies, Seminaries and Colleges, would they not be well sustained? *Yea, much better than ever before.* In the city of New York, as often as $8000 are expended for *bread*, $10,000 are worse than wasted for the single article, *cigars*! And may not the cost of tobacco and rum actually consumed in Vermont every year, bear as large

a proportion to the expense of providing necessary food? Surely, if we may include the expenses of prisons, courts and "doctor's bills," made necessary by such indulgence. Where, then, shall retrenchment begin? Can any candid person hesitate to answer, with these facts before him? Should not the war brought upon us by the selfishness, ignorance and vices of our enemies, be carried on to a successful termination by a tax upon our own follies and vices? And where must retrenchment *not* begin? I answer again, it must not withdraw the means for the education of our children. At least one of the *Southern* States has already withdrawn its school fund and appropriated it to the support of the rebellion. Would this be a wise policy, even in a better cause? Do we not see in this suicidal act a misjudgment that had its origin in the want of popular education at the South? No system of common school education like our own has ever been enjoyed there. Hence, the ignorance, the semi barbarism that prevails. Shall we adopt this theory and allow the war to consume the means that should be devoted to educational purposes? There is no danger that Vermont will appropriate the school fund to carry on the war, but there is danger that our citizens in the midst of this excitement will lose, in a measure, their interest and withdraw their cordial support from our *schools*. It is unnecessary; it is extremely undesirable. As necessary as food is to the life and health of the body, so is education to the future welfare of our children. Our common schools are the fountains from which flow the rills of morality and intelligence that enrich the hillside and fertilize the plain. They are the source of our only hope of future freedom, greatness and prosperity as a state. Can we afford, can we consent to feel less interest in the cause of education than heretofore, during the existing war? Can we afford to make less liberal appropriations for books, apparatus, and well qualified teachers in our schools? Can parents consent to withdraw their sons and daughters

from the Seminary and the College and thus interrupt their course of study, just at the time when they need the advantages of a thorough and systematic training? No considerate parent will do this until retrenchment in every other department has done its work and he has absolutely failed to procure the means. And will the friends of education in the state refuse to sustain their Educational Journal. Is any one liable to become so reduced by the war that he cannot appropriate of his income, *two cents* per week to this object? This is all that is asked. And are not our female teachers able to spend *one penny* per week for the reading of the Vermont School Journal? For this they can have it, and that teacher who cannot save this amount for such a purpose, must be *very poor indeed.* To all interested, therefore, we would say, let not retrenchment begin at our schools. O.

THE SPRING INSTITUTES.

It was our privilege to be present at most of these meetings during the springs of 1859—60, but the cares of a school that we could neither take nor leave, prevented the realization of our wish to attend them this spring. It would have done us good, to press again the warm hands of our teacher friends, and to enlarge that circle by forming new acquaintances. But though absent in body, our spirit went out after them. The Journal, too, was there, and we trust all to whom it was a stranger, had the opportunity to secure its monthly visits.

The Secretary, the embodiment of the large and increasing interest that attaches to these Institutes, gave us a call, on his way to Wilmington, and from him we learn that the sessions held at Randolph and Chester were both largely attended. Not less than five hundred persons, one-fourth of whom were teachers, were present at each. He informed us that on leaving home, he received the encouraging (?) assurance from the conservative and cautious friends of education, that he would find little interest in educational

matters. The people were so absorbed in the war it would be useless for him to attempt to get them out to his meetings. But our Secretary has strong faith in the good sense of the Vermont people, especially the "school marms." The result is, that in these counties heard from, his Institutes have never been so largely attended before as this spring. From an article in the Phoenix, we learn that the Institute at Wilmington was a success also, although held in a part of Windham County not reached by previous Institutes. Of the remaining Institutes we have not yet heard, but if those in Addison and Rutland Counties have exceeded those of last year in said Counties, either in interest or numbers, they will have been almost too successful.

The enthusiastic interest which Secretary Adams has succeeded in awakening, by means of his two days Institutes, both among teachers and citizens has been productive of far more good to the cause of sound and thorough education, than any other agency that could have been introduced. They cost the State the mere nominal sum of thirty dollars each, and are chiefly conducted by the Secretary, excepting the voluntary aid of those attending, which he manages to bring in just at the right time to relieve himself and to keep up the interest. If he finds himself in a new locality on the first day of the Institute, he goes to work, nothing daunted, whether there be ten present or more. After the first session the number is sure to increase by a geometrical ratio to the end. When the two days are ended, and the people are thoroughly aroused, the Secretary abruptly leaves them for a new field, while they go home, parents, teachers and scholars, filled with new resolves to perform their duties more faithfully. And they do so, too, with more or less success.

Herein is the chief good to be derived from Teachers' Institutes. A two, or even four weeks' session, is not long enough to train teachers in the studies to be taught

in the school. The Academy and Seminary are the places for this preparatory culture.

Neither will high-priced lectures accomplish the desired end. We have often heard Vermont called stingy because she would give no more to sustain these Institutes, and we confess that the amount is little enough, but we believe that much more good has been accomplished than would have resulted from the appropriation of ten times the amount, to be expended as in some of our neighboring states, by paying fifty to one hundred dollars each to distinguished men, to come and read over their learned essays, mystifying often, rather than instructing.

Our Institutes have been successful, because they have been brief in duration and have abounded in practical hints and lively illustrations, which help the teacher just where help is needed. They have brought teachers and parents to know each other better, and better to understand their duties to each other.

May our Secretary live to accomplish the good work he has begun. And may our State have the good sense to retain his services to that time. L.

LYCEUM ELOQUENCE.—Bill Smith, 'a character' in more ways than one, and especially noted for his flights of eloquence, spoke as follows upon the question: '*Which is Man's greatest Safeguard?—the Dog or the Gun?*' 'Bill' espoused the cause of the Dog: and after pronouncing an affecting eulogy upon that noble animal, he demolished his adversaries and 'brought down the house,' by the following brilliant passage: 'Supposin' for a momentuary moment, Mr. President, that *you*, sir, was a traveling; and suppose, sir, that night was to overtake you, and you should have to encamp out in some dark howling wilderness? And in the black midnight, when you laid fast asleep in the arms of Metamorpheous, some b'ar, painter, or other venomous insect, was to spring upon you, what good would your *Gun* do you *then?* But, Mr. President, your *Dog* would have said to you, by forewarning lamentations: 'Take—keer! look out!—he's a-comin'! Decision in favor of the 'Dog-watch!'—*Knickerbocker.*

EDITORIAL DEPARTMENT.

The experience of another month in school keeping—what has it accomplished? Are our teachers wiser and better qualified for their important positions? And have their pupils made steady and sure progress? Something has been accomplished, either for good or evil. If the school has been well conducted, the results of this month's labor will prove a great blessing to the district, and the state; but if otherwise, no good can be expected, but much evil. Of all worthless things, a poor school is the most worthless. Indeed an indifferent or badly conducted school is a positive evil. While nothing is gained of thorough instruction, much is lost by the contraction of bad habits. The teacher who is positively unqualified for her position, had better be dismissed, with full pay even, and the school disbanded. But we trust these suggestions are not applicable to any of our district schools now in operation. We hope better things of the young ladies whom we have the honor to address in this familiar way. We have before intimated that your success as teachers, depends much upon your *management.* And if wise and skillful in your profession, you have by this time formed the acquaintance and gained the confidence of all, both old and young, in your little kingdom; not however, by any time-serving policy, any direct effort to please everybody, but by artless, earnest and conscientious efforts to discharge your whole duty. You have not yielded your personal independence, nor sacrificed your principles. If you have *earned* a desirable reputation, and *deserve* the love and confidence of your pupils and patrons, you will have them.

We presume you have thoroughly organized and classified your school. If so, you depend confidently upon this systematic arrangement, for the *government* of your pupils. You have yet to guard against disorder, to see that no wheel in your machine is broken, and that every part is thoroughly lubricated. To this end, check the first indications of insubordination. It is much easier to retain authority than to regain it when lost, to preserve order than to restore it. If your school is well *managed*, it will be well governed. But successful management implies much more than good government. It reaches every thing that you do in the school room, in the family, or by the way. And could we have the pleasure of visiting your school for a half hour, we could tell of your success or failure,

by what that half hour would reveal. We should judge of your skill as a teacher, chiefly by the interest manifested by your pupils in the schools and in their studies. Have you succeeded in "waking up their minds," in directing and fixing their attention upon the exercises and duties of the school? If so, they are punctual, earnest, faithful and obedient. You need no *moral* nor *legal* suasion, to keep them in their places; your time may all be spent in giving instruction. This is of vital importance, not only as a means of securing good order, but also for the improvement and success of your scholars. No teacher can benefit an indolent and indifferent pupil. Every advantage he receives must result from self-application. Spare no pains therefore, to make everything connected with school-life, interesting and attractive. Rouse the slumbering energies of mind and your work is accomplished. Neglect to do this and your failure is sure.

But how shall this be done? It is less difficult to demonstrate the necessity of an awakened interest in school, than to show how it may be secured. We cannot lay down special rules for school-keeping. Each teacher must accomplish the same object in her own way. But in general, allow us to suggest, if you would awaken an interest in your pupils, be interested yourself. If you would inspire others, you must be yourself inspired. Your love for your business must be manifest in all you do; your zeal and earnestness must glow upon your countenance, flash from your eyes and vitalize every movement and effort of every day. "As is the teacher, so is the school." Again, if you would "wake up the minds" of your pupils, you must cherish a living sympathy with them. Interest yourself in their *sports* as well as their studies. Out of school hours, you should become their companion and equal and enter earnestly into their feelings; become yourself a child again. In this way, you may control and guide them as you would your own life,—mould them as you please. Be careful, in arranging studies and assigning lessons, not to tax them beyond their ability; make their daily task neither too easy nor too hard. And with all, bring constantly to bear upon them, the motives to fidelity. Show them the desirableness of becoming good scholars, of gaining the approbation of their teacher and friends, and of preparing themselves for the duties and responsibilities of future life. You will be surprised, after a trial, in view of your success in efforts

like these. The teacher who has no such power, has mistaken her calling, and the sooner she finds it out the better for herself and the school. We trust you will all be able, at the close of your term, to give a good account of yourselves; that you will leave your schools fully impressed with the importance of the teacher's position and a determination to elevate your profession by earnest self-culture. O.

EDITORIAL MISCELLANY.

New Subscribers continue to send in their names. It begins to be understood that we do not publish the Journal for *profit*, if we save ourselves from *loss*. At the extreme low price charged, no one can plead *inability* to take it. Is there a teacher or any friend of education in the state who cannot afford to spend *two cents* per week for the cause of education? Yet, this is more than we ask for the *Vermont School Journal.* We repeat our special offer for Vol. III, which extends to Jan. 1862. See advertisement on second page of cover.

Our July Number.—We have promised our readers this month, better paper and cleaner type and trust they will not be disappointed. Will our friends in the different parts of the state, make another effort to extend our circulation?

Prompt Payment is expected of all our subscribers. Let those who owe us send in the amount due without delay. Postage Stamps are taken for *change.*

To Advertisers.—All advertisements should be sent in as early as the 15th of each month, as the form is made up soon after.

Connecticut.—We acknowledge the receipt of the Superintendent's last Report of Common Schools. It is an interesting document and will be read with pleasure and profit by all.

Our Exchanges (except from the *seceded* states,) are promptly upon our table. The *Massachusetts Teacher, Maine Teacher, N. H. School Journal, Ct. Common School Journal, R. I. School Master, Pa. Teacher* (out with a new name and in new dress,) *New York Teacher, Michigan Journal of Education, Ind. School Journal, Iowa Instructor, Wis. Journal of Education, and Me. Teacher,* all *dollar monthlies* and each worth twice that sum to any subscriber.

As it should be.—"A copy of the Ct. Common School Journal is, *by*

law, sent to the Board of School Visitors of every town in the state." Wis. Journal of Education receives a liberal contribution from the state. The School Committee of every town in North Carolina, has received a copy of their Journal at the expense of the state. O.

NOTICES OF BOOKS, PUBLICATIONS, &C.

The New York Naval and Military Path-Finder is a large four page paper, and contains a full and reliable account of the United State Forces, the doings of the Rebel Army, and every item of news of the least interest connected with the Great Struggle. The entire profits accruing from the publication of the paper, are to be devoted to the patriotic fund for the support of the Volunteers and their families. *Five cents* per copy, or *three dollars* per year. All orders and communications to be addressed to the "Editor of the Naval and Military Path Finder, 66 John St., New York."

Arthur's Home Magazine.—We are much pleased with the healthy tone of this periodical. The articles are short, entertaining, and instructive. We think that parents may place it in the hands of their children with entire confidence. Published at Philadelphia at $2,00 per year.

The Polylingual Journal.—In reply to inquiries, we answer that this periodical, noticed in our last number, or specimens of it, can be obtained by addressing Hiram C. Parks, Editor and Proprietor, New York.

Circular of Scientific Department, Yale College.—By a recent donation from Joseph E. Sheffield of New Haven, of *one hundred thousand dollars*, this college has been enabled greatly to extend its plan of scientific and practical education.

It has been the object of the Faculty of the Scientific Department to arrange a new Course which, while it shall impart discipline and cultivation of mind, shall at the same time put the student in possession of as large an amount of knowledge of direct practical value in business life, as may be possible. The Ancient Languages have necessarily been excluded from this Course. The new Course embraces Mathematics, Natural Philosophy, Chemistry, Geology and Botany, General Principles of Agriculture, Surveying, Industrial Mechanics, Modern Languages, English Literature, History, Physical Geography, Political Economy and Commercial Law.

The special Courses in PRACTICAL CHEMISTRY, Metallurgy, Geology, and Civil Engineering, will be given as heretofore. A Course in Military Engineering commenced June 10.

A Catalogue containing the full Course of Study, the requirements for degrees, and other information, will be sent on the reception of the Catalogue of any School or Academy, or on application by letter, to John A. Porter, *Dean of the Faculty*, New Haven, Conn.

Excellent School Books.—Among the orders adopted by the School Committee of this city, at their quarterly Meeting last Tuesday, was one from the Committee on Text Books, for the introduction into all the Primary Schools of "Eaton's Primary Arithmetic." Eaton's Written Arithmetic has been used in all of our Grammar Schools for the past two years with much satisfaction, and the adoption by our Committee of the Primary Arithmetic, so soon after its issue, shows the estimation in which these Arithmetics are held.—*Boston Transcript.*

Atlantic Monthly for July.—Contents; Our Orders, Agnes of Sorrento, Sun-Painting and Sun-Sculpture, Emancipation in Russia, The Haunted Shanty, Rhotruda, Greek Lines, The Ordeal of Battles, The United States and Europe, Washington as a Camp, Between Spring and Summer, Ellsworth.

An unusual interest attaches to the Atlantic for June and July, owing to the sacrifice at the recent battle of Great Bethel, of the scholarly and brave Major Winthrop, the author of the finely written articles, "New York Seventh Regiment," and "Washington as a Camp."

DAY SCHOOL BELL, No. 1.—This book contains many popular airs, set to words appropriate for use in the common school, at the seminary, or the academy, and also at floral concerts, school exhibitions, or holiday festivals. The music is adapted to the piano, rendering the book a fit companion for the family circle. Many of the words are well adapted to kindle aud strengthen love for country, for truth and virtue. For further particulars, see advertisement in this number.

Godey's Lady's Book for One Dollar.—To meet the times, the *sixty-third* volume of Godey, commencing with July, 1861, will be sent to subscribers for *One Dollar.* This volume comprises the

six best numbers of the year, and will contain seven steel engravings, six of the large double extension fashion-plates, and all the winter cloak patterns. Address, L. A. Godey, 323 Chestnut St., Philadelphia.

Peterson's Magazine.—The July uumber of this popular Monthly is already on our table. In addition to its usual quantity of stories, Poetry, Household Receipts, Steel Engravings, Fashion Plates and Patterns for the Work-Table, it contains Two Splendid Colored Patterns, one of which is a "Stars and Stripes" Bed-Quilt. Every lady ought to have a number, so as to make one of these Quilts. A new volume begins with July. Price only two dollars a year, a dollar less than Magazines of its class. *Just the one for the times.* Three copies for five dollars, or eight copies for ten dollars, *with a superb Premium to the person getting up a club.* Specimens gratis. Address Charles J. Peterson, 306 Chestnut Street, Philadelphia.

Lewis' New Gymnasium comes to us each month, richly freighted with valuable information for those who believe that "an ounce of prevention is better than a pound of cure." We are glad to learn that Dr. Lewis is about to establish a Normal Institute. We should like to enroll our name, and would recommend to all who can do so, not to fail of securing the training and health which we are sure will result.

VT. STATE TEACHERS' ASSOCIATION.

The Eleventh Annual Meeting of the Vt. State Teachers' Association will be held at Middlebury, on Aug. 19th and 20th.

To accommodate those who wish to attend the meeting of the American Institute of Instruction, held at Brattleboro' on the same week, the meeting of the Association will be held earlier in the week than otherwise, commencing on Monday afternoon at 2 o'clock, and *closing* on Tuesday evening.

The principal exercises will be as follows: Monday, P. M., Address on "Music in Common Schools", by Prof. C. H. Clarke, of St. Albans; to be followed by a discussion of the same subject.

Monday evening, Address by Mr. Judah Dana of Windsor, on "The best mode of teaching Arithmetic."

Tuesday A. M., Address on "Moral Culture in Common Schools," by Rev. Wm. Sewall of Lunenburg.

Tuesday afternoon, Address by Prof. M. H. Buckham of the University of Vt.

Tuesday evening, Address by Hiram Orcutt, A. M., of Brattleboro.

AMERICAN INSTITUTE OF INSTRUCTION.

The Thirty-Second Annual Meeting of the AMERICAN INSTITUTE OF INSTRUCTION will be held in BRATTLEBORO', VT., at the TOWN HALL, on the 21st, 22d, and 23d days of August.

The Board of Directors will meet on the 21st, at 11 o'clock, A. M.

The Public Exercises will be as follows:

Wednesday, August 21st.

At 2 1-2 o'clock, P. M., the meeting will be organized for the transaction of business. The usual addresses of welcome having been made, the President will deliver his Annual Address; after which the following subject will be discussed:

How many hours a day ought Pupils to be confined in School; and should they be required to prepare lessons at home?

At 8 o'clock, P. M., a Lecture by Hon. ANSON SMYTH, State Commissioner of Schools of Ohio.

Thursday, August 22d.

At 9 o'clock, A. M., a discussion. Subject: *The Proper Qualifications of Primary School Teachers.*

At 11 o'clock, A. M., a Lecture by H. E Sawyer, Esq., Principal of High School, Concord, N. H.

At 2 1-2 o'clock, P. M., a Lecture by Lewis B. Monroe, Esq. Subject: *The Human Voice.*

At 3 1-2 o'clock, P. M., a Discussion. Subject: *Methods of Teaching Elocution and Reading.*

At 8 o'clock, P. M., a Lecture by Calvin Pease, D. D., President of Vermont University.

Friday, August 23d.

At 9 o'clock, A. M., a Discussion. Subject: *Universal Education the Great Safeguard of a Republican Government.*

At 11 o'clock, A. M. a Lecture by T. D. Adams, Esq., Principal High School, Newton, Mass.

At 2 1-2 o'clock, P. M., a Lecture by Prof. Edward North, of Hamilton College, N. Y. Subject: The Tuition of Amusements.

At 8 o'clock, P. M., Addresses by Representatives of the Several States.

Ladies attending the meeting, will be welcomed to the hospitalities of the citizens of Brattleboro'. Those who purpose to be present will greatly oblige the Committee of Reception, and will avoid personal inconvenience, by sending their names, as early as possible, to *Mr. Hiram Orcutt,* West Brattleboro', Vt., or to the Secretary, West Newton, Mass.

It is expected that the usual reduction of fares, on the several Railroads, will be made, of which due notice will be given in the newspapers.

WM. E. SHELDON,
Recording Secretary.

West Newton, June 12, 1861.

VERMONT

SCHOOL JOURNAL AND FAMILY VISITOR.

VOLUME III. ~~JULY~~, 1861. NUMBER VIII.

WHAT SHALL WE EAT?—No. I.

Brightly shone the morning sun o'er the old red farmhouse in the valley by the mill. The house, though old, was substantial, and its out-houses and other belongings evinced wealth and comfort. A new barn was in process of erection back of the house and a little to the left, where the hill sheltered it from the bleak west winds. "Father" had made all his calculations to set it just across the way, where it would have quite spoiled the view of the beautiful stream, the broad rich fields, and the distant village, that lay like a picture in front of the old house. But Lizzie came home from the Seminary, and plead so hard that the site might be changed, her father could not resist her. So on this bright June morning she looked forth upon as fair a prospect as ever gladdened a New England home. The lilacs and the old locust trees in the yard were in full bloom, and from the hill-side to the right, just across the stream, the wind brought the sweet fragrance of the apple blossoms.

"Lizzie," calls her mother from the kitchen, and in a moment she is busy preparing the edibles of a farmhouse breakfast table. "Put on the cold meat and beans, Lizzie, and don't let this ham burn, while I go and strain the milk." Presently mother returns and resumes her place at the stove, saying,—"Bring the eggs, Lizzie; then get the apple sauce and the fried cakes, and see if the 'Johnny cakes' are most done, and bring up the butter."

Little Charley, the youngest of eight, a puny, sickly child of eighteen months, who has followed mother and sister from kitchen to pantry, and pantry to cellar, and back

again, whining and begging for attention, now roars lustily and Lizzie, in the kindness of her heart, stops to pick up, and soothe the little fellow, and at the same time, says, "I wish you'd go out with Charley, mother. It is *so* beautiful, a little walk would make you feel young again. I can finish the breakfast." "O, no, you can't! The potatoes need to be mashed now, and the table is'nt more 'n half set. If we both hurry, we shall be behind time."

"Mother, why must we have so *much* for breakfast? At the Seminary we had only coffee or chocolate, and bread and butter, and crackers or rolls. I'm sure I felt better than I do when I eat of such a variety. Besides, I think almost every one at the table eats too much. It fairly makes me sick, to see that Mr. Morse who works on the barn, gorge down his food." "I think you are right, Lizzie, but I don't see any way to effect a change. The men would look blank enough, to see such a table as you had at the Seminary, and Father wouldn't like it at all. I know he'd be ashamed, for he prides himself on setting a good table. But I remember when I visited sister Ellen in Boston last summer, I couldn't but think theirs a more rational way of living than ours. The table was always neat and plentifully supplied, but they seemed to eat to live, instead of living to eat. Ellen, who is six years my senior, certainly looked five years younger, and her three city-bred children looked healthier and happier than any of ours."

Lizzie looked at the pale, careworn face of her dear mother, thought of the thousand such breakfasts she had prepared with one or two little ones clinging to her garments, and did not wonder that aunt Ellen looked fairer and younger. Meantime breakfast was hurried on the table, "the men" called, the younger children hastily washed and combed, and all sat down. "Father" asked the blessing, the good things were distributed with little ceremony, and nearly all commenced eating as though the great business of life was before them.

"More of the beans, Mr. Morse?" said Mr. Hurney, after he had disposed of two plates full, which two plates had followed one well filled with ham, eggs and potatoes. "A very few. I'm most ashamed, but, as I tell my wife, I wish she'd come and learn of Mrs. Hurney how to cook." "I should like to have your wife call, certainly," said Mrs. Hurney, "though I have no idea I could teach her anything. Is she pretty well now?" "Oh, no! she's miserable like, can just drag round she says. Another cup, if you please, Mrs. Hurney. I don't feel well this morning, have a terrible headache. A little more apple sauce and another doughnut. I guess your good coffee 'll cure it. Somehow I feel sick half the time. I had an awful spell a vomiting, last night.

Lizzie thought, no wonder that he had awful spells, or that his wife was "miserable like," or his family poverty-stricken. M. E. L.

DO THEY TEACH FOR MONEY.

Messrs. Editors:—Your correspondent, "E. C. 2d," in his criticisms upon my article in the May No. of the Journal, reminds me of Whately's logical fallacy, the *ignoratio elenchi*, or the species called "shifting ground." He comes to the defence of the self-educated *teacher* and with much earnestness and propriety advocates his cause. He claims for him "who educates himself by his own money, earned by his own brain," much credit. He is quite sure that earning this money by teaching, and spending it in learning something more, is not only commendable but highly beneficial, as a means of imparting both professional knowledge and practical ability. And still further, my friend has discovered the important fact that this perseverance in seeking wisdom for himself, evinces that genuine earnestness which is one of the most important elements in the true teacher's character.

Now this is all very well; is the simple truth on this subject. If "E. C. 2d" has erred in anything, it is in not

placing emphasis enough on the importance of that self-reliance and efficiency which are gained by earnest self-application. Poverty has done more to develop practical human ability, than all other agencies. In all departments of life, our ablest men and women have been made so by the stern discipline of "straightened circumstances." And that teacher who has fitted himself for his important sphere of action by study and teaching, is undoubtedly more efficient than he would be, if trained in any other school. How pleasant it is for opponents to agree on a point of such vital importance! But be not deceived, kind reader. There is *sophistry* in this reasoning. "E. C. 2d" has "shifted his ground," and spent all his strength, to prove what I never denied, viz: that the *teacher* may properly be employed in practical school keeping, while he is perfecting himself in his professional knowledge. By reference to my article on this subject, it will be observed that I commenced by this quotation from Porter's life of Gen. Jackson.—"In the vocation of teaching, he earned the money which supported him while he studied *Law*." It was not the student of *Teaching* that I complained of because I found him in the school-room, but the student of *Law*, who is there, not because he loves the business and designs to pursue it, but because he wants the money with which to support himself while he studies *another* profession in which all his interest is absorbed. I was speaking of the *Lawyer* and the *Physician*, he only of the Teacher. I complain that the position of teacher is assumed by men who belong to another sphere, and who have little or no interest in their business; he is pleading the cause of the student who is struggling to fit himself for the profession of teaching and has a deep interest in all that pertains to his calling. How, then, can I do "great injustice to the *teacher*?" *He* has my highest commendation and if struggling with dificulties, he has my hearty sympathy. But the students of law and medicine who are in the business of teaching only to earn

money for a selfish and foreign purpose, and who really feel no interest in the school, are but "*drones* and *leeches* hanging about our profession," and we cannot expect that it will assume the importance and dignity of other professions, until it shall be equally guarded from such intrusions. How ridiculous it would be to advocate the propriety of admitting the school master to the bar and to the practice of medicine, when it was understood that he comes there merely as a *school master*, and only for the selfish purpose of earning a little money to pay his expenses at a Normal School. It is absurd to suppose that such a person, under such circumstances, has enough professional knowledge to save him from the charge of "*intruder*, *quack* and *reckless trifler* with human life and happiness." Let teachers be educated for their profession, and admitted to it only when they are fitted for their difficult and responsible positions, and we should soon have a corresponding change in all that pertains to our educational system, more interest, better school houses, greater wages, and vastly better schools. I hope this time, to be understood, and that my opponent will again "shift his ground," if he proposes to administer another dose of logic. H.

"WHICH?"—The lady principal of a school, in her advertisement mentioned her female assistant, and the "reputation for teaching which she bears;" but the printer—careless fellow—left out the 'which,' so the advertisement went forth, commending the lady's "reputation for teaching she bears."

RELIGION.—The moral virtues, without religion, are but cold, lifeless and insipid; it is only religion which opens the mind to great conceptions, fills it with the most sublime ideas, and warms the soul with more than sensual pleasures.—*Addison.*

RELIGION.—Religion is the best armor in the world, but the worst cloak.—*Newton.*

SONG OF THE SHELL.

There played beside the murm'ring sea,
  A little maiden fair;
The day was bright, her spirit light,
  And fresh as morning air.

She loved to watch the dark blue wave,
  As 't washed the ocean's shore;
She loved the lay of the dancing spray,
  Though heard so oft before.

A beauteous shell the maiden found,
  While on the beach she played;
With childish joy, she seized the toy,
  Among the pebbles laid.

She placed the smooth and polished shell,
  Daintily to her ear;
Then shone her eyes, with pleased surprise,
  So strange a tale to hear.

In listening attitude she stood,
  That young and joyful child;
While free the air, played with her hair,
  She heard this legend wild.—

My song is not of the angry waves,
  That moan, and laugh, and sigh;
I sing, fair child, of secrets wild,
  Deep where the diamonds lie.

There queenly palaces are found,
  'Neath coal groves they stand;
The water-sprite there walks in light,
  Guarding the fairy band.

With costly gems their queen is decked,
  So beautiful and fair;
Her robe confined, with shells combined,
  And white pearls grace her hair.

Sweet music from the silver bells
  Will bring her subjects near;
A look will move, a word reprove,
  And yet they know no fear.

Thus gently doth the fairy rule,
  In realms below the sea;
Her wand is love, like God's above,
  Her pity pure and free.

Yet not all beauty, not all calm,
  Beneath these waters lie;
Though stars are bright, they give their light,
  From out a shady sky.

There are dark and gloomy caverns,
  Whose secrets angels keep;
And angry waves dash o'er the graves
  Of many there asleep.

Unconscious of a mother's tears,
  A lovely infant lies;
The ocean cave, its lonely grave,
  Whence mournful dirges rise.

And one lies there to manhood grown,
  Whom angels tried to win;
His brow was dark with Satan's mark,
  His lips were stained with sin.

Until the sea gives up its dead,
  All that within it lies—
The mild farewells, and funeral knells,
  Shall from its blue depths rise. L. P.

BOARDING ROUND.

Messrs. Editors:—Again allow me to answer briefly the communication of H. C. O. in the June No. of your Journal. My design in doing this, is not to seize upon *mistakes* that may *perchance* occur, or to deal largely in sarcastic language; nor shall I attempt to explain to the gentleman's understanding certain things which appear to him dark and abstruse, for with persons whose will runs not with their understanding, arguments and even stubborn facts avail but little; but I do wish briefly to present to the consideration of an enlightened and unprejudiced people, a few facts which I still think the gentleman has failed to subvert.

He says I admitted the phrase "relic of barbarism" might be somewhat objectionable, and so I did; but he very cunningly omits the reason I gave, which was, "since schools do not exist in barbarous lands." In this instance, as in others in the same communication, by

taking part of a clause he has attempted by considerable warping to present ideas in an erroneous manner, as skeptics prove any doctrine, however absurd, from half quoted passages of Scripture. This, I maintain, is unfair; yet with his logical reasoning before me, I still maintain that the custom alluded to is so contrary to enlightened reason, and so much in keeping with many *barbarous* customs, it may safely be termed a "relic of barbarism."

Neither do I consider every "innovation" a "reformation," yet every reformation is surely an innovation; and when the wants of community, the interests of humanity, as well as the spirit of the age, demand a change, even though it breaks over ancient landmarks and destroys *dearly* cherished institutions, or time honored customs, I hope I may be the last to cry *innovation.* I said the teacher's work was the noblest, the most important of all. Would H. C. O. attempt to say that the parent is not a teacher? He is a teacher, and the teacher in the school room only assumes the office and the work of the parent for a few hours daily, and then returns the children of his charge to their true and rightful instructors.

I did ask the question and now repeat it, "who fares like him," not particularly as concerns the quality or quantity of food or sleep, but the constant inconvenience and annoyance to which he is daily subjected, to say nothing of the great destruction of health resulting from change of apartments, which of itself is one of the plainest yet strongest of facts. I ask no better fare for the teacher than the parent affords himself and family. The parent, first of all, provides a permanent home for his family. I claim *one*, on the same ground, for the teacher. Let the district place him, if it chooses, in the plainest and the poorest family even, but don't compel him to travel about from house to house like a street beggar, to seek his daily bread. And, because as a class the teachers of our land desire those *conveniences* and *comforts* of civilized life, which they so justly deserve, and see fit to express

their opinions of a custom, inconvenient and uncomfortable in the extreme, must they forsooth be styled "motley group of *pretended* living teachers," "white gloved aristocracy," and the like? The idea is absurd, repugnant to every sentiment of honor and justice, contrary to every feeling of respect and decency. The gentleman shows his feelings upon the subject, by the very emphatic use of "*servant*" as applied to the teacher. He evidently believes, "all men were not created free and equal," and that the teacher was born a *slave*, to labor faithfully for his masters, and in return, receive the usual amount of neglect and abuse, besides the *inestimable* privilege of boarding round and enjoying all those "best" things he so graphically describes. I know this has been a prevalent opinion among certain classes, but am glad it is fast disappearing with other relics of barbarism, though your correspondent may perhaps consider it an *innovation* of some sacred prerogative of *ancient* times.

Another idea, "the teacher of common schools who is dependent upon his evening study to enable him to prepare for to-morrow's duties, is not qualified to teach." Such an *one* will make a better teacher by far, than one who depends upon *theory* alone, and makes no effort to improve. Does the *Physician* become skillful by simply learning the theory, or is it by long and laborious study of the nature and application of the various remedies in his power? The teacher, no matter how good his theory, or how complete his education, *must* study, if he would succeed. *Tact* and *skill* in communicating *must* be acquired, and his ingenuity *must* be taxed to find out new and more forcible methods of inculcating truth; and that teacher is the best, who succeeds the best in waking up the minds of his pupils and interesting them in an almost endless variety of ways. To do this he needs his hours for rest and thought, time which he *cannot* procure when obliged to board about the district.

Now for the main argument, to which the gentleman

clings so tenaciously, the more thorough acquaintance with both pupil and parent, acquired by boarding around. And here again he places things in a wrong light, by quoting part of a clause. I asked the question, "Where is the teacher possessed of average common sense who cannot by daily intercourse with the scholar, ascertain far more of his character, and the home influences brought to bear upon him, than he could by two days' acquaintance with him at home?"

In quoting this, he left out the clause "home influences brought to bear upon him," and thus presented the matter in a different light from that intended. He ought to have been "surprised," not at the idea presented, but at his own hardihood in thus warping and changing the evident intention of the passage. It is an apparent fact, no matter how strongly the gentleman denies it, that people in many cases do not act out their real character, and most certainly is this the case with both parent and child.

They are anxious to form as good an impression upon the mind of the teacher as possible; especially is it so with the child, if he is naturally inclined to be mischievous or unruly in school: and in the light of reason and human nature, it is safe to say, the teacher learns *nothing* of the *true* character of his scholar. It does, however, furnish many so disposed, an *excellent* opportunity to draw from the unthinking and inexperienced teacher, many things he ought not to speak, and by *soft* and *oily* language, succeed in prejudicing him in favor of their own *perfect darlings*, and in thoroughly deceiving him in relation to the *willful* and *wicked* children of their next door neighbor. I ask for no stronger argument against the practice. One other fact and I will close, as I fear I have already exceeded my limits. I am happy to say, the custom is fast becoming obsolete, and a great majority of our larger districts now board the teacher, both in summer and winter, at one place; and all that hinders in many others, is a few wealthy, yet *penurious* and *small-souled* men, who control

the district; and to affect an entire change, it only remains for the teachers, "the white gloved aristocracy" of the land, to take hold of this custom without "mittens," and utterly destroy it, with other kindred "relics of barbarism." D. M. C.

"A SOUND MIND IN A SOUND BODY."

Man, created in the image of his Maker, should be *strong;* created with a three-fold nature, he should be strong in body, strong in mind, and strong in heart.

We ask, are our present educational influences making strong men and women?

We boast of our schools, and of the improvements constantly going on in them. Every gray-haired man who speaks on the subject of education, fails not to dwell on the present advantages for "schooling," compared with "what they were in his day." He tells of the three months of school in the year; of the log school-house, with the wind whistling through the cracks; of the great open fire-place, with more wood than heat, and more smoke than either; of the single arithmetic in school, and that belonging to the teacher; of the big ferule, and long birch; and of the stern, unbending authority of the *master.*

Now, behold the change! The school-rooms comfortable and attractive; the multitude of books; not only plenty of arithmetics, but keys to them; and the gentle sway of the *teacher*, not *master.*

The changes have been great, and no wonder we look complacently on the contrast.

Our grand-mothers tell us, too, that, instead of the costly church, with its rich carpets and soft cushions, and its soothing, sleepy warmth, their houses of worship knew no fires but those of devotion, and the bare boards on which they sat, never tempted to a sitting posture in prayer. Instead of the Sabbath School, where we are *taught* good things, they were obliged to *learn* them, and who dared incur a father's displeasure by a *miss* in the Catechism on

Sunday night? That Catechism!—never-to-be-forgotten! It cost too many hours hard study, and was too thoroughly learned.

"Old things have passed away"; but we are tempted to ask, are all these changes improvements? We are raising no new question, and we make no new assertion, when we say that the men and women of those days were stronger, physically, mentally, and morally, than the men and women of our times. True, the boys and girls did not know half as many things as boys and girls know now, but they had stronger physical frames,—the foundation of all strength; and every day of exposure, and hard work, and subjection to wholesome law, made them stronger and stronger; and, with hands ready to labor, and eyes open to Nature's teachings, and hearts obedient to her laws, they came to be men and women of iron constitutions, and their minds were capable of vigorous, independent thought.

They knew little of books, and would commit errors in the use of their mother tongue, that would afford amusement for modern young ladies and gentlemen by the hour; for, alas! reverence for age is not one of the lessons taught in our day! But these men and women secured the end of all study by observation and reflection.

We are not disposed to complain of the age, nor to indulge in ill-natured reflections on the present generation; but the fact has been for a long time forcing itself upon us, that our strong men and women are passing away, and there are none to fill their places. Not one in twenty of the young of either sex, have well-developed frames and sound health. Our young ladies are pretty, interesting, gentle, amiable, lovely. These epithets we hear constantly applied to them; but active, energetic, persevering, benevolent, self-sacrificing spirits among our young women, are, literally, "like angel visits."

Our boys,—or, rather, young men,—too many of them, are forward, foppish and frivolous. Too much of their

time is spent in trifling conversation, in useless, if not hurtful reading, and in amusements that have little tendency to cultivate a pure and elevated taste.

"Since these things are so," we ask, what are the causes at work to produce such results?

Ages ago, the sentence was pronounced upon man: "In the sweat of thy brow shalt thou eat bread." Men called it a *curse*, and ever since that time they have been striving to evade it. All the knowledge, and skill, and ingenuity in their possession, have been brought to bear upon the invention of labor-saving machines; and these contrivances, good or bad, have accumulated till there is hardly room to bestow them. We do not condemn this spirit. On the contrary, the achievements in science and art, which have been made in our day, we deem the glory of the age.

But the mania for saving work has spread far and wide, and even in the groves of academies are found restless spirits, seeking, not for wisdom, but for the "royal road to Learning." And it seems to be almost, if not quite found; for very many of our teachers, at the present day, are merely *labor-saving machines*. They are employed to lift the pupil over obstacles; to make rough places smooth; to level the Hill of Science; anything to make learning easy. Then we hear that French, Spanish, and Italian,—and for aught we know, Latin and Greek,—may be learned "in six easy lessons, without a master." Yes, these languages will long be without a master, if they are attempted in this way. When will parents and teachers learn that they defeat their own ends when they spare their children mental labor? That it is the process of gaining knowledge, and not the knowledge itself that educates the man?

It is a truth not to be gainsayed, that there is no mental growth without mental labor.

Who would think of planting the mountain oak in a

green-house, of rearing the cedar of Lebanon in a lady's flower-pot? Yet this is often attempted, and woful mistakes are the result.

Especially in the training of our young women are these evils seen. From their earliest infancy they are watched and guarded, "that the winds of heaven may not visit them too roughly." They are literally "killed with kindness"; for, from want of exercise, and from constant mistakes and habitual errors in clothing and diet, the foundation is laid for a weak, sickly, nervous constitution, and a short, miserable life. But such treatment alone can be tolerated *in good society*. No other course would be sufficiently delicate for the present state of refinement. Indeed, it has come to be considered really vulgar for a young lady to have perfect health! It is so much more lady-like to be pale, delicate, "fragile flowers!"

Then these dear young ladies are sent to school,—for they must be educated,(?)—to be carried gently along, the passive receivers of a little knowledge of this branch, and a smattering of that; they learn to say pretty things, and to multiply extravagant epithets. Especially are the affections cultivated, as they suppose. They caress, and are caressed, and they form the most violent friendships; no one ever loved so devotedly before,—no love was ever so *undying!*

These school-girl friendships are usually considered harmless; but we hazard the opinion that the indulgence in such feelings, and the constant use of exaggerated language arising from it, tend to produce a weak, sickly, state, and often a morbid sentimentality which affects the whole being,—deadening everything healthy and vital therein.

Let teachers beware how they encourage this evil, or suffer it. Let them lead their pupils, by precept and example, to *stand up* in the simple dignity that God has given them, to cherish all the noble vitues of which they

are capable. Then will their friendship be worth possessing, and it will be *undying*.

Our young men and women should be *trained*, from infancy to mature age, by healthy, vigorous exercises of body, mind and heart. Every power should be developed carefully, yet effectually, even if severity be necessary to ensure it. Better "suffer and be strong;" for "to be weak is miserable, doing or suffering!"

I have spoken of a few evils at work in the education of the young. Many more, of a similar nature, will occur to those who turn their attention to the subject.

And when our parents and teachers awake to the deep responsibilty resting upon them,—when they see their duty clearly, and perform it thoroughly,—then, indeed, will "our young men be as plants, grown in their youth, and our daughters as corner stones, polished after the similitude of a palace."—*Mass. Teacher.*

PICTURE OF A VERMONT VILLAGE.

In robes of purple, gold and brown,
The mountains guard our little town,
  Which, nestling in their bosom lies;
And over all are skies of blue,
With fleecy clouds, slow sailing through
  Their depths, like Aerial Argosies!

As quiet is the Village street,
As if no heart-pulse near it beat;
  How different from yon City's roar!
Scarce aught is heard save children's talk,
Home-tripping on the marble-walk,
  At noon and eve, when school is o'er.

And near is many a wood and glen,
And quiet nook, where dreamy men
  May loiter through the live-long day;
Groves, whence the song of wild-birds calls
Unto the answering waterfalls,
  Where rainbows gleam mid foam and spray.

Here, far from Life's unceasing riot,
Fain would I spend my days in quiet,
With books and birds and flowers and friends;
But vain—stern Duty claims her due,
He who would live, must struggle too,
Through Life, until Life's conflict ends.

PATER FAMILIAS.

IN MY LIBRARY,

Books are ever agreeable companions. Like their Authors, they are of various characters, but we may select them to suit our different moods. We may choose them as we choose our friends, for many different excellencies, yet each ministering to some peculiar want in ourselves, and producing a more symmetrical development than we could otherwise secure. When we have selected our friends in the library, they do not change nor forsake us, but are steadfast in their integrity.

They furnish us always the same faithful and sincere instructions. They are friends with whom we can converse in the loneliest solitude; they have often gladdened the spirit in the prison-cell, and in the most humble dwelling. They are sources of genuine pleasure; in them the manifold scenes of life are painted, the affections are embalmed, the creations of the imagination are pictured, the beauties of Nature and the wonders of Art are portrayed, the noblest thoughts of the noblest minds, the best sentiments of the best hearts, are treasured.

Indiscriminate reading has been censured as unfavorable to mental vigor and originality. It has been said that the Ancients owed much of their excellence to the fact that they had fewer books than we and therefore read less and thought more.

Bacon was a great reader as well as a great observer and thinker, but he tells us the manner in which he avoided any evil from this habit. "Some books," said he, "are to be tasted, some swallowed, and some few chewed and digested."

Without doubt, the most powerful minds have been distinguished for extensive and varied research, combined with the most profound originality. Nature has provided an endless variety for the support of man, and it is not the scanty and unvarying use of her blessings that invigorates; the healthy may enjoy them abundantly, if they are reasonably and temperately used.

However strong may be the objections to the use of miscellaneous books by *students*, they do not apply to the popular mind. The mass of the people have neither the disposition, nor opportunity for mental discipline. With them there is but one alternative, either to reap the slight improvements, but genuine pleasures, of occasional and desultory reading, or suffer the inanition or worse accompaniment of an almost habitual neglect of books. Though the improvement by this unconnected course may be slight compared with the results of systematic study, yet, in itself considered, it is vast.

The inert faculties are awakened, the tendency of the uniform and minutely divided mechanic arts to stint the mind is checked, the languid imagination is vivified, and the taste and judgment are exercised.

A Mechanic who is accustomed to spend an hour or two daily, in judicious reading, will show its effects in his whole bearing. It may awaken no peculiar energy; it may impart no new talent; but it will give a better tone to his ordinary powers; and greater purity to his common sentiments; and it will, almost invariably, distinguish him from the mass of his class.

The moral influence of popular reading is invaluable. The maxim that "A little learning is a dangerous thing," may be true when applied to the scientific, and the would-be-learned, yet not without qualification even then; but it is not appropriate, as applied to popular intelligence. The people are not generally speculative or vain, they are frank, confiding, implicit.

Though the chief sufferers from religious or political errors, they are seldom the originators.

They generally have too little presumption to disbelieve received truths, and too much common sense to propound theoretical absurdities; if they cannot be learned, they may be intelligent without danger.

Their intelligence is the conservative virtue of society. It is not the influence of the highly educated which preserves a community from the evils of error, but the aggregate intelligence of the masses.

If religion is the salt of the earth, this is a part of its savor—it always co-exists with genuine religion, and cannot exist without it. A. S. B.

SCHOOL DISCIPLINE.

Messrs. Editors:—It appears by the Journal for June that "H" is still dissatisfied with the expression, "the rod should be the last resort."

I had supposed it good English, to say of a thing, which we never employ if we can avoid; which we resort to only when it is apparent nothing milder will suffice, that it is a "last resort."—And I did not suppose, that in order that a thing should be regarded as a "last resort," every other conceivable experiment, in every case, must first be tried. But "H" thinks otherwise. To his mind, a thing becomes a "last resort," only when "every thing else has been tried and has failed to accomplish the object." For instance, "In the healing art, the surgeon has resorted to dosing with drugs to save a mortifying limb, and after all has failed, and the disease has reached almost to the seat of life, he amputates the limb as a 'last resort.'" "The mayor tries to *persuade* a crazy mob," "failing by such means, he orders a 'blaze of musketry.'" The school teacher with "a desperate case of recklessness and rebellion," "tries this remedy and that, until he has exhausted all the punishments in his penal code:" "as a 'last resort' he takes the rod." In other words, to use the

phraseology of "H," a man never comes to the "last resort" until he has first shown himself an "ignoramus," a "quack," or a "fool." To intelligent, sensible, energetic men, there is no such thing as "last resort." So it lies in the mind of "H." Does it lie so in the common mind? Webster's definition of the phrase, "last resort," is "ultimate means of relief." What is? After these have been tried and have failed, who will tell us what next? And because a remedy is the "ultimate means," means to which, ordinarily, we resort only when milder remedies have failed, does it follow that in an extraordinary case it may not be employed as the first and only means? Is there no such thing as "last resort," "ultimate means," except to "fools" and "quacks?" Or is one thing a "last resort" just as much as another?

But I apprehend the difference between us is wider than I supposed. Few will question that the rod in school is "legitimate," and when properly used "merciful." But that in ordinary schools it is "essential" and should be "freely" used, many *will deny*. From an acquaintance with the schools and teachers of the state, not very limited, I am entirely confident that in a large majority of the best schools, common and high, public and private, a rod is seldom seen, and the more experienced and efficient the teacher, the more seldom is the rod in his hand. It is not used "freely," but *sparingly*, and when used, it is *once for all*. "All mortifying limbs" are *not* "amputed," all "cancerous tumors" are not "extirpated" with the knife. Skillful surgeons resort to these only in *extreme cases*, they are their "*ultimate means*" of *relief*. Ordinarily, milder remedies are safer, surer, better.

We are quite willing to put the rod in school discipline, with the knife in skillful surgery; leave it there. C. C. P.

THE PATH OF SAFETY.—It is one of the worst of errors, to suppose that there is any other path of safety except that of duty.—*Nevins.*

THE SABBATH.

All hail to thee, bright Sabbath morn,
  Thou precious day of holy rest,
We welcome thee 'mid earth-born cares,
  Foretaste of the home of the blest.

A quiet, pensive peacefulness
  O'er the distant landscape lies,
And nearer things seem breathed upon
  With an influence from the skies.

And now there falleth on the ear
  The music of the Sabbath bell,
As, borne upon the fresh'ning breeze,
  It sinks and swells from out the dell.

And from their homes on hill and vale,
  The rich and poor its call obey,
To meet within the village church,
  To worship God, to praise and pray.

Our Father in Heaven, bless us
  On this, thy own and holy day;
Help us, our thoughts, our hearts to turn
  From earthly joys and cares away.

Upward to Thee, in gratitude
  May our holiest feelings rise,
While tears of love and penitence
  Shall fill our weeping eyes.

Oh! grant that in our every heart
  A Savior's love may dwell to-day,
And through the week, its tenderness
  Our every word and act may sway.

And may Thy spirit's influence
  With all our days be blended,
Until we join the hosts above,
  Our earthly Sabbaths ended. M. E. L.

SCIENCE AND POETRY.—In science, reason is the guide; in poetry, taste. The object of the one is truth, which is uniform and invisible; the object of the other is beauty, which is multiform and varied.—*Colton.*

RUTLAND COUNTY TEACHER'S ASSOCIATION.

The members of the Teacher's Institute holden at Fairhaven, on the 19th of June 1861, J. S. Adams, Esq., Secretary of the Board of Education, in the chair, organized a society called the Rutland County Teacher's Association.

Messrs. H. J. Ballard of Poultney, B. F. Bingham of West Rutland, D. G. Moore of Rutland, Henry Clark of Poultney, and J. H. Wood of Fairhaven, were appointed a committee to report a constitution. Said committee reported as follows.

CONSTITUTION.

ART. 1. This Society shall be known as the Rutland County Teacher's Association.

ART. 2. The object of the Society will be the improvement of Teachers; and an elevation of our present Educational System.

ART. 3. The officers of this society shall be a President, two Vice Presidents, a Secretary, and an Executive Committee of five, one of which shall be the Secretary.

ART. 4. Every person in the county, who shall sign this Constitution and pay fifty cents annually to the Treasurer in the month of February, shall be a member of this Society; and such membership shall continue until such member shall lodge with the Secretary a certificate of his withdrawal from said society; or shall actually remove from the county.

ART. 5. The President and Vice Presidents shall perform the usual duties of such officers.

ART. 6. It shall be the duty of the Secretary to keep a true and fair record of all the proceedings of the Society and Executive Board, to warn all meetings of the society by direction of the President, and to receive and conduct all correspondence for the Association.

ART. 7. It shall be the duty of the Treasurer to receive and disburse all monies of the Society, subject to the approval of the Executive Committee.

ART. 8. It shall be the province of the Executive Committee to superintend and execute all affairs of the society not otherwise designated; they have direction of the funds

of the society, and shall arrange all the exercises of the Association.

ART. 9. This Society may institute branch Associations in the several towns in the county, when, in their opinion, the interests of Education will warrant.

ART. 10. The Society at its regular meeting may pass such By-Laws and Regulations as may be necessary for the government and well being of the same.

J. H. Wood of Fairhaven, and D. G. Moore of Rutland, were appointed a committee to nominate officers, to serve until the First Regular Meeting of the Association. The committee reported as follows. For President, H. Clark, of Poultney; For Vice Presidents, Rev. Francis Smith, and Hon. Barnes Frisbie, of Middletown; For Secretary, H. J. Ballard, of East Poultney; For Treasurer, John W. Eddy, of Fairhaven; Executive Committee, L. B. June, of Brandon, B. F. Bingham, of West Rutland, R. D. King, of Benson, and Rev. A. Hyde, of Pawlet.

Due notice will be given in the county papers, of the time and place of holding the First Regular Meeting of the Association.

Signed,

H. J. BALLARD,
Cor. and Rec. Secretary.

Fairhaven, June 19, 1861.

AT RUGBY.

He raised himself up and looked round! and after a minute rose and walked humbly down to the lowest bench, and sat down on the very seat which he had occupied on his first Sunday at Rugby. And then the old memories rushed back again, but softened and subdued, and soothing him as he let himself be carried away by them. And he looked up at the great painted window above the altar, and remembered how, when a little boy, he used to try not to look through it at the elm trees and the rooks, before the painted glass came,—and the subscription for the painted glass, and the letter he wrote home for money to give to it; and there, down below, was the very name of the boy who sat on his right hand on that first day, scratched rudely in the oak paneling.

And then came the thought of all his old school-fellows; and form after form of boys, nobler and braver and purer than he, rose up and seemed to rebuke him. Could he not think of them, and what they had felt and were feeling; they who had honored and loved from the first the man whom it had taken years to know and love? Could he not think of those yet dearer to him who was gone, who bore his name and shared his blood, and were now without a husband or a father? Then the grief which he began to share with others became gentle and holy, and he rose up once more, and walked up the steps to the altar; and, while the tears flowed freely down his cheeks, knelt down humbly and hopefully to lay down there his share of a burden which had proved itself too heavy for him to bear in *his own strength.*

There let us leave him—where could we better leave him than at the altar before which first he had caught a glimpse of the glory of his birthright, and felt the drawing of the bond which links all living souls together in one brotherhood?—at the grave beneath the altar of him who had opened his eyes to see that glory, and softened his heart till it could feel that bond.

And let us not be hard on him, if at that moment his soul is fuller of the tomb, and him who lies there, than of the altar, and Him of whom it speaks. Such stages have to be gone through, I believe, by all young and brave souls, who must win their way through hero-worship to the worship of him who is the King and Lord of heroes. For it is only through our mysterious human relationships, through the love and tenderness and purity of mothers and sisters and wives, through the strength and courage of fathers and brothers and teachers, that we can come to the knowledge of Him in whom alone the love and the tenderness and the purity and the strength and the courage and the wisdom of all these dwell for ever and ever in perfect fullness.—*Tom Brown's School Days.*

SCRIPTURES, WHY GIVEN.—The Scriptures were not given to make work for interpreters, nor to teach men how to doubt, but how to live. The Holy Spirit has made undeniably clear and manifest all those precepts that enjoin faith and obedience, which are the great points of religion, and weak men cannot correct him and do it better themselves.

EDITORIAL MISCELLANY.

VACATION

In our schools is of importance to their success, as well as term time. It affords a temporary release from burdensome care and fatiguing labor, and a change which is favorable both to health and progress. If the greatest improvement in study were the only question, more is accomplished in *forty* than in fifty-two weeks. Twenty-two days are better than twenty-six for a month, and five and a half days for a week, are of more value than six.

In this reduction of time, the teacher's convenience is not consulted, but the good of the school. It is stupid ignorance, therefore, which often prompts district agents to demand of teachers full weeks and months of school labor. On the other hand, teachers ought not to be allowed to teach six days one week, and to dismiss the school on the Saturday following. This defeats the object in view, viz: a respite for the pupils of half a day *each* week.

Another thought is suggested in this connection. The vacation should be employed for all the *home* service needed; parents should not detain their children from school during the term, nor allow regular study hours to be interrupted by labor or play. The loss of a single day, or a single lesson, is a serious injury, both to the individual pupil, and the school. There is nothing that tends to dishearten the true teacher as irregular attendance on the part of his pupils, and when parents tolerate the habit, it becomes ten-fold more annoying.

Let parents examine this account of "profit and loss," and learn the importance of employing their children in *vacation* all they need them, that they may have no excuse for irregularity at school.

OUR EDUCATIONAL CONVENTIONS

Meet this month; Let it not be forgotten. Our State Association meets at Middlebury on the 19th and 20th of

August. Its business and exercises will be crowded into a *short day and a half.* We must be prompt and active, if we hope to make progress this year.

The American Institute of Instruction will favor Vermont with a visit, and we should show our appreciation of the honor by a full attendance. No doubt every teacher who comes to Brattleboro' to spend the 21st, 22d, and 23d of Aug., will be amply repaid for his time and expenses.

A Meeting of Editors.—The Ct. Common School Journal suggests a meeting of the Editors of Educational Journals throughout the country, at Brattleboro', during the week of the meeting of the Institute. The object of the meeting is to discuss questions pertaining to the interests of education, and the best method of conducting our Journals. We "second the motion," and hope to see a large number of our brothers present on that occasion.

A liberal offer.—We now offer the Vermont School Journal one year, (Vol. III, which extends to Jan. 1862,) for 50 cents. We extend this offer to *any new subscriber,* to induce the friends of education to stand by us *through the war.* We hope to add many names to our list.

The Difference.—Two clergymen in the state write us in regard to our Journal. The first says "Please stop it. *I presume it is good, but seldom if ever read it, and I have failed as yet to find a teacher that wanted it as a gift!* Having so many such publications, they defeat their own end and leave their authors and friends to mourn!" This is truly discouraging, but we are in doubt how much time our friend has spent in laboring to induce teachers to take the Journal? He has "seldom if ever read it," he "presumes it is good." Did he tell these *intelligent* teachers who refused to accept the Journal as a gift, these facts? And how many "such publications" have we in the field. Our "end" is not "defeated," and we have more occasion to mourn the facts, that we have such professed friends, than the multiplicity of Educational Journals in

our midst. But let us turn to our other correspondent. He writes, "I have between eight and nine dollars belonging to you for the Journal and 'Gleanings.' *I have disposed of only sixteen* Journals, nearly all to summer teachers. Hope to dispose of a few more, perhaps all." This man reads the Journal, and writes for it too. Mark the difference and judge ye between them, kind readers.

And pardon us if we make a few extracts from other letters received from subscribers.

"Excellent," *Milton.*——"With the Journal for the past year, I have been considerably interested. Many practical ideas on the subject of education, have been suggested, and I think well received." *Dorset.*——"I am pleased with the Journal, and cannot see how any teacher can afford to be without it." *Burlington.*——"Am much pleased with it." *Troy.*——I heartily congratulate you on the high prosperity of your Journal. *Pawlet.*——"I wish you success in your enterprise." *Ira.*——"I sincerly hope that it will continue to prosper and bless the people." *Montpelier.*——"Wish you all success in the good cause you are engaged in." *Burlington.*

"It is doing a great and good work." *Morrisville.*——"Those teachers who have taken the Journal from the commencement, *must*, by this time, consider it an indispensable companion." *Barnard.*——"I like the Journal much, and consider it truly the teacher's friend." *Chester.*——"I have become so much attached to the Journal, that I look for its arrival as for that of an absent friend." *Shrewsbury.*——"I can never cease to feel an interest in your work." *Rutland.*——"I hail with joy its monthly visits, and study its pages with care and profit too. In fact, I cannot see how any practical teacher can fail of drawing from it much useful information, and I wonder how any one can refuse to take it." *Derby.*——The Journal I cannot afford to be without, while I remain a teacher of the young. When I say, I thank you, gentlemen, for your liberal offer to the female teachers of Vermont, I ex-

press the sentiments of every living teacher in the state." *Waits River.*

Slate Blackboard.—There are *eleven miles* of this valuable article in the public school houses in the city of Albany, N. Y.

The Vermont Historical Society held its fourth special meeting at Brattleboro', on the 17th and 18th insts. The meeting was one of interest, and ought to have been more fully attended. O.

NOTICES OF BOOKS, PUBLICATIONS, &C.

Object Lessons for Teachers and Parents, by N. A. Calkins. This new work claims to differ from others prepared for the teacher, in that it explains, by means of illustrative examples, how he should proceed at each successive step, in developing the minds of children. The contents are,—development in observation; introductory exercises for teaching children how to observe forms; developing ideas of drawing, color, number, size, weight, sound, the human body; physical training; developing ideas of place; elementary reading; object lessons, their nature and designs,—1st, naming and describing objects; 2d, developing ideas of the qualities of objects; 3d, developing ideas of the materials, formation, and resemblances of objects; development of moral ideas. New York, Harper & Brothers; Muslin, $1.00.

U. S. Infantry Tactics.—The system adopted in this work, is based upon the latest improvements in French military experience. It gives a complete course of instruction for both kinds of Infantry, in the schools of the company aad battalion, and has, besides, a special drill for Light Infantry when employed as skirmishers. The work has been prepared under the direction of the War Department, is approved by the President, and has the official endorsement of the Secretary of War. Philadelphia, J. B. Lippincott & Co.; $1.25.

Mayhew's Practical Book-Keeping.—The *sixtieth* edition of this very excellent work is just issued, *revised* and enlarged. Two valuable chapters have been added, one of sixteen pages upon commercial calculations, the other of twenty-four pages upon the philosophy and morals of Business. The matter for the Third

Form of accounts has been greatly improved. Fifth and Sixth Forms have been added also. We have not yet put this edition to the test of the school-room, but from an experience of several years in the use of the previous editions frequently in connection with other works upon the same subject, we have always found this to be the most simple, direct and practical of them all. Chase, Nichols and Hill, Boston.

Smith's Illustrated Astronomy, published by the same firm, is another of our favorite text-books. It is attractive in appearance, convenient in form, simple enough for the common school, and yet, in our opinion, embracing nearly all the knowledge that the multitude can afford to learn in this wonderful and mysterious science. Our most successful classes in the study have been of common school age, and we wish the work might be introduced into the majority of our Vermont schools. *It is important* that the public should know by name the brilliant constellations that beautify our heavens at night, as well as something of their nature and movements.

The Excelsior Song Book, also by Chase, Nichols & Hill, and edited by B. F. Boker, is before us. It contains a complete system of elementary instruction in the principles of musical notation, and is a collection of songs, chants and hymns. For Juvenile classes in schools and seminaries, we consider it to be well adapted.

Berard's History of England.—This new work by the author of the School History of the United States, has just been issued by the enterprising house, A. S. Barnes & Burr. Its design is to combine a history of the social life of the English people, with that of the civil and military transactions of the realm. It is gotten up in a handsome and substantial style, and we feel confident in recommending it to the favorable notice of teachers.

North American Review.—Contents of July No.: The Public Lands of the United States, Mrs. Jane Turell, The Venerable Bede, Bouvier's Law Dictionary and Institutes, Life of Major Andre, French Critics and Criticism, Burial, The Attic Bee, Francis Bacon, Michigan, New Books on Medicine, The Right of Secession, Hugh Latimer, Critical Notices. This distinguished Quarterly of *three hundred pages*, large octavo, still maintains the high

standard it has attained during a period of more than forty years. See advertisement.

Atlantic Monthly.—Trees in Assemblages, Miss Lucinda, A Soldier's Ancestry, Fibrilia, Nat Turner's Insurrection, Concerning Veal, Reminiscences of Stephen A. Douglas, Our River, Agnes of Sorrento, Mail-Clad Steamers, Parting Hymn, Where will the Rebellion leave us? Theodore Winthrop, Dirge, Reviews and Literary Notices.

Harper's Monthly.—The Central Park, Coast Ranges of California, Insects Destructive of Maize, (illustrated), Fight at Oriskany, Olney Farm, The Sword and the Pen, The Seed Pearl, The Bakertown Militia, Sunset after a Shower, A Reading by Charles Dickens, The Helping Hand, Louis Napoleon—Prince and Emperor, Mrs. Jujube at Home, The Adventures of Philip, Monthly Record of Current Events, Editor's Table, Easy Chair, Fashions, &c.

Home Monthly.—This Family Magazine appears upon our table for the first time. A beautiful steel engraving and piece of music are given in each number. Dr. Huntington furnishes a series of articles for young men, and Mrs. Sigourney contributes, monthly "talks with my own sex." The boys and girls are not forgotten, and the publishers intend that every member of every household shall find something in its pages especially adapted to his class. $2,00 per year. D. M. Childs & Co., Boston, Mass.

Godey, Arthur, and Peterson are out in season and with their usual variety, and present an attractive entertainment for the warm days of August.

Webster's Dictionaries.—These popular School Dictionaries, having been thoroughly revised within the last three or four years, being extensively regarded as the Standard authority in Orthography, Definition, and Pronounciation, and as THE BEST Dictionaries in use, are respectfully commended to teachers and others. They are much more extensively sold and used than all others combined.

The Water-Cure World, published at Brattleboro by Dr. Blackall, for the mere nominal price of fifty cents per annum, and a fine portrait of *Vincent Priessnitz* thrown in, is a paper worthy of a place in every family. We believe that no family knowing its value would willingly be without it.

MUSIC AND HEATHENISM.

The following letter, received a day or two since, narrating the adventures of an Albany Piano Forte on its journey over the mountains of Asia to the Nestorians and Mohammedans in Seir, Persia, and the effects of its melody upon those who heard it, will be read with great interest by our readers:—

SEIR, PERSIA, January 11, 1861.

Messrs. Boardman, Gray & Co., Albany, N. Y., U. S. A.:

DEAR SIRS:—You will be gratified to learn of the safe arrival of the "Young America Piano," which you sent out with me in July, and it will doubtless interest you to know some of the perils to which it was exposed in reaching this interior station of *Asia*. Between Boston and Trebizand it was transshipped but once. At the latter place it bade adieu to every mode of conveyance to which your pianos are usually subject, and, the remaining distance of 500 or 600 miles, was carried on a rude litter between two horses.

Our road crossed mountains several thousand feet above the ocean level, and consisted commonly of a mere bridle path, twisting and turning up the mountain sides, and over their high summits, where the steepness was startling, or where the narrowness of the path, with high rocks on one side and a descent of one or two thousand feet on the other, caused us to ride with fear and trembling. In one instance the summit was only reached by a series of broad steps rudely cut in the rock. Though the pack horses are usually sure-footed, instances do occur of their making a single misstep and plunging down hundreds of feet. The best conception you can have of the dangers to which it was exposed, is to imagine it on a tour among the White Mountains, and crossing over the top of Mt. Washington.

The caravan usually preceeded us a few hours, and it would have given us no surprise several times had we come upon the piano lodged one side by some serious accident. Nor in the latter part of our journey, when crossing the extensive plains of Armenia, was it exempt from perils. We know of its having at least one heavy fall to the ground from the horses' backs, which led us to almost wholly abandon the hope of ever hearing any harmonious sounds from it, if indeed it had not been entirely ruined. But its perilous journey at length had an end at Seir, six miles from the city of Oroomiah. On opening it, the marks of certainly one fall were very plain, ominous of its ever being brought into tune. Here let me say that the packing was beyond all praise, it was the perfection almost of the packer's art. Your full instructions for tuning were faithfully applied to the instrument, and we had the gratification of perceiving its discords disappear one by one. Its sweet tones are now a constant source of delight to us all, especially to the older members of the mission and their children. We very much admire

the richness and sweetness of its tone, as well as its power. We are surprised at its capacity, considering its size.

The fame of the wonderful *Sawtoor*, a name given to every kind of stringed instrument, has attracted many Nestorian and Mohammedan visitors, who are filled with wonder at its beautiful looks and sound. "It is like Heaven," say some.

My Syriac teacher contrasted it with a melodeon; and said of the latter, in his best English, "It is like a buffalo—it cannot go; but this is like a rabbit—it runs."

Among other visitors to hear it has been the Prince, Governor of this Province, accompanied by five men of rank and a train of servants.

The Piano will be no small aid in our missionary work, especially in training the undisciplined and unmusical voices of the students in our Seminary. Once a week they come to our house to sing, with the piano accompanying. I wish the kind friend who gave it to us, could see the happiness he has conferred by it.

I cannot sufficiently express my thanks for your efforts in preparing this beautiful instrument for its long and difficult journey. But for *your* piano, we could never have possessed such a source of happiness in our Persian home. I feel as though I should be a better missionary by reason of its mellowing and cheering influence.

Wishing you much prosperity in the sale of your instruments, and in your efforts for the good of others,

I remain, very truly, yours, BENJ. LABAREE.

AMERICAN INSTITUTE OF INSTRUCTION.

The Thirty-Second Annual Meeting of the AMERICAN INSTITUTE OF INSTRUCTION will be held in BRATTLEBORO', VT., at the TOWN HALL, on the 21st, 22d, and 23d days of August.

The Board of Directors will meet on the 21st, at 11 o'clock, A. M.

The Public Exercises will be as follows:

Wednesday, August 21st.

At 2 1-2 o'clock, P. M., the meeting will be organized for the transaction of business. The usual addresses of welcome having been made, the President will deliver his Annual Address; after which the following subject will be discussed:

How many hours a day ought Pupils to be confined in School; and should they be required to prepare lessons at home?

At 8 o'clock, P. M., a Lecture by Hon. ANSON SMYTH, State Commissioner of Schools of Ohio.

Thursday, August 22d.

At 9 o'clock, A. M., a Discussion. Subject: *The Proper Qualifications of Primary School Teachers.*

At 11 o'clock, A. M., a Lecture by H. E. Sawyer, Esq., Principal of High School, Concord, N. H.

At 2 1-2 o'clock, P. M., a Lecture by Lewis B. Monroe, Esq. Subject: *The Human Voice.*

At 3 1-2 o'clock, P. M., a Discussion. Subject: *Methods of Teaching Elocution and Reading.*

At 8 o'clock, P. M., a Lecture by Calvin Pease, D. D., President of Vermont University.

Friday, August 23d.

At 9 o'clock, A. M., a Discussion. Subject: *Universal Education the Great Safeguard of a Republican Government.*

At 11 o'clock, A. M. a Lecture by T. D. Adams, Esq., Principal High School, Newton, Mass.

At 2 1-2 o'clock, P. M., a Lecture by Prof. Edward North, of Hamilton College, N. Y. Subject: The Tuition of Amusements.

At 8 o'clock, P. M., Addresses by Representatives of the Several States.

Ladies attending the meeting, will be welcomed to the hospitalities of the citizens of Brattleboro'. Those who purpose to be present will greatly oblige the Committee of Reception, and will avoid personal inconvenience, by sending their names, as early as possible, to *Mr. Hiram Orcutt*, West Brattleboro', Vt., or to the Secretary, West Newton, Mass.

It is expected that the usual reduction of fares, on the several Railroads, will be made, of which due notice will be given in the newspapers.

WM. E. SHELDON,
Recording Secretary.

West Newton, June 12, 1861.

VT. STATE TEACHERS' ASSOCIATION.

The Eleventh Annual Meeting of the VT. STATE TEACHERS' ASSOCIATION will be held at Middlebury, on Aug. 19th and 20th.

To accommodate those who wish to attend the meeting of the AMERICAN INSTITUTE OF INSTRUCTION, held at Brattleboro' on the same week, the meeting of the ASSOCIATION will be held earlier in the week than otherwise, commencing on Monday afternoon at 2 o'clock, and *closing* on Tuesday evening.

The principal exercises will be as follows: Monday, P. M., Address on "Music in Common Schools", by PROF. C. H. CLARKE, of St. Albans; to be followed by a discussion of the same subject.

Monday evening, Address by Mr. JUDAH DANA of Windsor, on "The Best Mode of Teaching Arithmetic."

Tuesday A. M., Address on "Moral Culture in Common Schools," by REV. WM. SEWALL of Lunenburg.

Tuesday afternoon, Address by PROF. M. H. BUCKHAM of the University of Vt.

Tuesday evening, Address by HIRAM ORCUTT, A. M., of Brattleboro', on "the Relation of Common Schools to the General Prosperity of a Community."

S. W. BOARDMAN,
N. G. CLARK,
C. B. SMITH,
} Committee.

VERMONT

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OUR COMMON SCHOOLS.—THEIR INFLUENCE UPON COMMUNITY.

A perfected system of common schools is at once the peculiarity and glory of New England.

The idea of educating the whole people originated under the oppression that drove our forefathers from England. It crossed the Atlantic in the Mayflower; was matured and developed as an element of prosperity, in the early history of New England society; was fought for at Concord, Lexington and Bunker Hill, and has since been expressed in the ten thousand school-houses that have sprung up on every hill-side and in every valley.

It may be assumed that a thorough system of common schools furnishes the only means of universal education. Even in our own community, a large proportion of all those who come up to assume the responsibilities of life, enjoy no other school advantages. If, therefore, we attempt to show the relation of common schools to the prosperity of the state, we have only to illustrate the importance of *learning*, to the whole people.

In specifying these advantages, then, we will remark,

I. The discipline of our common-schools qualifies our youth to profit by other means of public instruction.

The Newspaper, Periodical, Lyceum, Library and Lecture, are important sources of educational influence. But the intelligent *reader*, *hearer*, and the patient, accurate *thinker*, who alone can profit by such advantages, must have enjoyed the systematic training of the school. The Press and Associations for mutual improvement have

had the most of this influence in our country within the last twenty-five years. But these are not so much the cause as the product of learning. They have grown up to feed the public taste that has been cultivated by study and recitation, and their character may always indicate, with the accuracy of a thermometer, the degree of mental and moral cultivation in any community.

Who has not marked the contrast between the European and American press, in their aim and influences?

The Journalist in Europe writes for a select few. His readers have leisure, and the issue of the morning paper is to them what the appearance of a Quarterly is to a cultivated American reader. But the American Journalist writes literally for the million, and simply because the million have been prepared by public instruction, for such reading. Our Press only answers the demands and gratifies the taste which our common schools have created. And as we may learn the character of that audience which listened to Demosthenes, from the orations which he pronounced to them, so we may infer the degree of the early culture of the American people, from the character of the Press which they support, and the degree and kind of Reading, in which they indulge.

II. Our common schools create in a community, more general intelligence and hence a higher degree of civilization.

When the great mass of the people become intelligent, they are led to cherish more correct views of life, to discover their relations and to acknowledge their obligations to their fellow-men and to their God. In this way, they become better citizens, better neighbors, better men and women in every sphere of life. And our common schools are the nurseries of freedom, and the only sure foundation of a free government. A cultivated and intelligent people will not acknowledge false distinctions of rank and position; cannot be made the tools of aspiring

demagogues, nor the subjects of military despotism. An enslaved people are always ignorant.

Do we need proof of this assertion? We have only to draw the painful contrast between the two great portions of our own blessed country, and it may not seem invidious to do so, at the present time.

While the North, the East, and the West, have been vieing with each other in the rapid diffusion of knowledge and in preparing a well digested system of public instruction, the South has nourished the scorpion of ignorance, and gloried in her shame.

The following extract from the "Literary Southern Messenger," presents their views of Northern Institutions. "The system of education at the North, which is being introduced among *us*, has been much criticised and with justice. It contains much that is bad. Indeed, contemplated in some of its aspects and relations, particularly with reference to its effects, we do not think we go farther than truth warrants, when we say that it would be a curse to any country." And they here speak of that educational system which diffuses intelligence among all classes. What their effects are upon Society, we are attempting to show. But what have been the effects of the Southern system of education upon Southern Society?

In consequence of neglect of culture, the mental and moral have yielded to animal force, and hence, the whole man has been degraded. Gross ignorance, or unbalanced culture, has diffused false views of human government and political economy. As a consequence, the cursed system of African Slavery, which has polluted the earth, corrupted the morals and blinded the judgments of that whole community, has grown up and thrived on Southern soil. It has stained the Altars and perverted the principles of our holy religion, and has already proclaimed itself the corner stone of a new republic, and raised the yellow flag of oppression and treason, on the very temple of Liberty. Had knowledge been universally diffused at

the South as at the North, would not free thought, free speech and free labor prevail there as well as here? Would not the practical working of our system of common schools have saved *them* from their present deplorable condition, and *us*, from the *wasting ravages* of civil war? There can be no doubt of it. But they expect to prosper under the reign of despotism which they are fighting to establish! Listen to the prophetic language of that same "Southern Messenger." "When we shall have achieved our independence and are no longer tributary to the North; with the monopoly of the Cotton culture, and a super-abundance of labor that costs us nothing—with an opening for almost an unbounded expansion southward; who shall measure the prosperity of these states, or calculate their future progress and power? Our system of Slavery, throwing, as it does, upon the black man all the drudgery of menial employments, all the hardships of labor, will leave scope and verge for the development of the energies of the whole man, and bring forth his inward might."

And have the southern planters, a "super-abundance of labor *that costs them* nothing?" And is it productive to the whole community? Is the peculiar feature of Southern civilization an element of National prosperity? Then Northern, educated, free labor, which demands remuneration, must be *un*-productive and an element of national decay. But, do facts warrant this conclusion? Let Southern *poverty* and Northern agricultural wealth, answer the question. Who does not know that the value and productiveness of Southern soil, is much inferior to Northern, and solely on account of their "peculiar institutions." Let the free men and free schools of Vermont, have possession of the whole State of Missouri for ten years, and the value of real estate would increase one third. Ignorance and Slavery have been the mildew and blight upon Southern soil; while intelligence and free remunerated labor, have been the source of constantly increasing

wealth at the North. But we are told that when the millennium of Southern vision shall have dawned, the white man, released from all the drudgery of menial employments and from all the hardships of labor, will have scope for the development of his energies.

How obviously false and absurd is this view of the sources of national prosperity and individual greatness! Where have the great and good men of the world been reared? In the school of indolence and luxury, or under the influences of industry, toil, privation and hardship? Leisure and wealth tend to degeneracy, both in morals and intellect. Experience and observation have abundantly shown this. There is, then, in this dream of Southern independence, a delusion that flatters only to deceive, a blindness and madness that threaten entire ruin to all who come under their power. O.

WHAT SHALL WE EAT? No. II.

Autumn came to the old red house by the mill. The new barn was finished and stored with the golden grain and fragrant hay. As the heavy farm-work was completed for the season and most of the men dismissed, Lizzie persuaded her mother to give less time and labor to preparing food for the family, and to go out occasionally for recreation. The bracing autumn breezes brought back a portion of strength and elasticity to her worn out frame, and when the little dresses and hoods, the jackets and mittens, were all made and the children quite ready for winter school; the mother would have Lizzie make her long promised visit at Aunt Susan's, her Father's sister, who resided in the little town of L—.

Just at twilight of a cold, drizzling November day, the stage stopped at her Uncle's door, and the warm welcome that greeted her, made amends for the discomfort of her short journey. The family consisted of her Uncle, the village physician, and her Aunt and two cousins, young ladies about her own age, whom she had not met for several years.

A day or two after her arrival, as they all sat sewing and chatting in the pleasant little sitting room, Emma, the eldest, suddenly introduced a paragraph by saying; "Oh mother, we ought to give a party now cousin Lizzie has come; you will let us, won't you?" "I don't know about it; it requires so much time to provide refreshments for a party, and then the expense is an item we ought not to overlook *this* year, when your father finds it so difficult to collect his bills."

"But, mother," said Ella, "we don't want a large party and we need not have tea and coffee and cold meats and half a dozen kinds of cake, and tarts, and 'je ne sais quoi':—We can just lay the table beforehand, prepare some nice ice cream, have two kinds of cake and some of those fine apples and pears, with cold water 'sparkling and bright' for a beverage."

"Oh dear! Ella that will never do," said Emma, "what would the C—s say? and Mrs. K—, whose table always groans with luxuries?" "I don't care what *they*, or any one else, may say. If we do what is rational and right, why need we care what others say. For my part, I go into society to give and receive pleasure of a higher kind than that arising from eating and drinking. If Mrs. R— chooses to treat her guests as though she thought they were like those we read of, whose god is their belly! is it any reason why I should pay mine so doubtful a compliment?"

"But it would look so mean, would n't it, mother, to do as Ella says?"

"Really," said aunt Susan, laughing, "my little Ella quite overpowers me with her eloquence. You ought to become an Eating Reform Lecturer, Ella; but what does Lizzie say?"

"I think Ella is quite right, aunt. I have often thought how much more social and intellectual we might be, if 'What shall we eat?' was a less important question with

us. But here comes Uncle, I expect *he* will agree with Ella and me, on the score of health."

The Dr. had been called from his bed in the small hours of the night, to visit a patient in the country, and had just returned. When the "merits of the case" had been duly laid before him, he said, "let me tell you a story, girls. If not exactly to *the* point, it is to *a* point, and shows that 'What shall we eat?' is a question of *very great* importance. When I arrived at Mr. A—'s last night, I found 'the baby,' a child of eighteen months, in violent convulsions. After doing what I could to relieve his sufferings, which I suspected were caused by an over and improperly loaded stomach, I proceeded to make some inquiries with regard to the matter.

'What did the child eat yesterday?' I said to the mother.

'Nothing that I remember, more than usual. He has a great appetite, and I never thought it hurt him, so I always have given him what he wants.'

'Did n't he eat supper twice over?' interposed the father.

'Oh! yes. He did. We had company to tea at five o'clock, and, now I think of it, he did eat two or three slices of cake and some preserves. Then, when the men came to supper just at dark, he was round the table and I remember John's telling the rest to see him eat cold pork and potatoes.'

'Did he go to sleep soon after?'

'Yes, he slept about two hours, when he was taken vomiting, and he has been in the greatest distress ever since.'

I could n't help saying, 'No wonder. If you want to kill your child, why don't you give him laudanum enough to make him sleep forever. He would then die comparatively easy.'

"But will he die, father?" asked Ella.

"I think not. He was much better when I left. Perhaps it would be a mercy if he should, unless the mother can be induced to study the laws of health and apply them."

"Are such cases common in your practice, Uncle?" inquired Lizzie.

"Only *too common*, my child. Not quite so common as formerly though, people are beginning to think a little more of health in connection with habits of living, but even the *intelligent* portion of community are still deplorably ignorant on this subject."

"But our party, Father," said Emma.

"Oh! the party. I'd forgotten all about it. I guess you 'll have to yield the question, Emma. You 're in the minority, you see. Let it be according to Ella's plan."

M. E. L.

TEACHERS! SPEAK GENTLY.

Speak gently, many a little heart
  Shall echo back thine own,
And one harsh word may prove a dart
  Which yet may make thee groan.

Speak gently, o'er thee every hour
  There floats a mother's prayer,
And one harsh word may be a power
  To baffle all her care.

Speak gently, for the hope of man
  Awaits the magic sound,
And one harsh word may be the ban
  To dash it to the ground.

Speak gently, for immortal minds
  Are to thy keeping given,
And one harsh word full oft unbinds
  The tie which drew to heaven.

LAMOILLE.

THE WRITER.

Many things are indispensable to admirable merit and blissful success in the use of the pen. One requisite, and the first of all, is a careful education, including much study and much practice in writing. A pure literary taste is the result of innumerable disciplinary impressions. Hence, the education should be a work of long time. A trait of simplicity must needs be acquired; for, without simplicity, no style whatever can be good.

The young writer, if he is ambitious, should expect to receive criticism. This, all the great authors had, in their early years, to suffer. It were well, should the young man timely seek and secure this, so that his faults be privately, rather than publicly, corrected. But, however the literary rod may be administered to him, he should endure it, as something due from mature judgment to young ambition.

The very sting of criticism, is educative. Condemn not the critic, because he condemns your faults; but join with him against yourself. When Charles Lamb's farce, entitled "Mr. H.," was acted in the Drury Theatre, the interest of the audience waned more and more towards the conclusion. "Elia" felt inexpressible pain in his heart. But he took the wisest course, and participated with the audience, in hissing and hooting. So should you participate with the critic, when he ridicules the blemishes of your style.

You are a young writer. Your experience in literature is not ripe. Many men with half your excellent vigor, know a hundred times more than you do, concerning rhetoric canons and delicacy of taste. Hence, do not pout when one of these men calls your style crude. Perhaps it is so. Do you ignorantly violate the wholesome rules of grammatic purity, and thus incur the reproach of barbarism, solecism, or of impropriety? Do you misplace your adverbs and adjuncts? Do you fail in clearness and precision, in unity, in strength or in harmony? Are

your sentences unintelligible, either from confusion of thought, or from affectation of excellence? Do you employ sonorous language which conveys no distinct meaning? Do your periods end with clauses expressing circumstances, with mere particles, or with "nothings of much sound?" Are your figures far-fetched, mixed, strained, or undignified? Do many of your sentences express incomplete propositions? Are you licentious in the use of intensive epithets? Do you employ vulgar idioms? Does your strength in writing lie less in thought than in language? Do you use words out of the simple way? Do your productions abound, too extensively, with compound words? Do you write in the swelling mode? Do you personify abstract ideas? Do you come down to disgusting particulars? Are you liable to the charge of *sophomorical!* "Think on these things!"

Cicero's and Quintilian's suggestions, in respect to style, claim the attention of him who is ambitious to succeed as a writer. The former says it is not proper always to employ a continued strain and a sort of regular compass of phrases; that style should be often broken down into smaller members; and that he is truly eloquent who can discourse of humble subjects in a plain style, who can treat important ones with dignity, and can speak of things which are of a middle nature, in a temperate strain. Quintilian, speaking of circumstances, says they should be inserted wherever the happiest place for them can be found; as, in a structure composed of rough stones, there are always places where the most irregular and unshapely may find some adjacent one to which it can be joined, and some basis on which it may rest. Speaking of the structure of periods, he says that sentences should rise and grow.

Coleridge defines prose to be words in their best order; and poetry to be the best words in their best order.

But, perhaps, no better counsel could be given to a young writer, than that which a certain eminent editor and

divine now living, once sent in a letter to one of his correspondents. This valuable letter has, I believe, never before appeared in print.

"I cannot doubt," says he, "that perseverance in effort will crown you with success, provided especially it is rightly directed. The difficulty that lies before you is this. Your style is crude. You have not properly studied the elementary principles of shaping sentences. Allow me to recommend to your close study, so old and so elementary a book as Blair's Lecture on Rhetoric. From his chapters on the structure of sentences, I learned more of the art of composition, perhaps, than from any other one source. And to my close observation of the rules given, more than to any other cause, I attribute what little success I may have attained as a writer. That you have not properly attended to these primary principles, is as plain to the eye of a critic, as would be the neglect of an ambitious young painter, of elementary sketching, to the eye of a connoisseur. In penmanship, right practice improves, but wrong practice depreciates; and the more, the worse. Allow me, therefore, to say, that it is perfectly indispensable to your success in style —first, to study the principles of composition; then to pursue good models with an eye to style; and finally to reduce the principles thus deduced to rigid and careful practice. Take this course and I cannot but believe that you have the elements of success in your nature, as well as an honorable ambition for success in your heart. I fear I may seem severe in my judgment; but, follow my suggestions and I think you will ultimately find that my severity is kindness."

But a person will, obviously, not be able to attain eminence as a writer, if he is meritorious and successful only in respect to delicacy and correctness of taste. There is another and more important requisite.—J. D. BELL.

"Reason and virtue alone can bestow liberty."

READING AS A MEANS OF MENTAL CULTURE.

We are a reading people. In the times of the early republics, the popular mind was moved and influenced by the pursuasive eloquence of the orator. As a consequence of this state of society, a Demosthenes and a Cicero were demanded and produced. But with us the pen has supplanted the mouth. It is true that we delight to hang upon the lips of an eloquent man, but, before we are ready to yield to the arguments of him who thus enraptures us, we demand that those arguments be written out or printed, that we may retire with them to the privacy of our homes and there carefully weigh their import and worth.

But, although a reading people, there could scarcely be a people of poorer readers. As a nation we have suffered more from the careless, beggarly habits acquired in early life while professing to learn this, to an American, *art of arts*, than from any other cause. As if the chewing and spitting out of words were the only things required in reading, and *getting ahead*, the only object of this study! We are hurried from Primer to Speller, from Speller to Reader—1st, 2d, 3d, 4th, 5th, and even 6th. Judging from the manner in which this art has been taught in most of our schools, the ideal of perfection in it is rapidity. The scholar that can glide along the most rapidly and with the least hesitancy is accorded the palm. Accuracy in pronunciation and distinctness in enunciation are not always insisted upon. The pupil that hesitates is the one most likely to be reproved and corrected.

In this way, rapid, parrot-like utterers of words are manufactured. No thought is given to the meaning of the matter read. There is no time for the care necessary to such a course. To think requires effort, too, which is altogether irksome to this class of persons. Under this regimen voracious devourers of books are produced. Volume after volume is gulped down until they become the mental dyspeptics so aptly described by Locke. "There

are those who are very assiduous in reading, and yet do not much advance their knowledge by it. They dream on in a constant course of reading and cramming themselves; but not digesting anything, it produces nothing but a heap of crudities." They have an abundance of materials for thought, but they lie heaped up together in such an incongruous mass that the patient labor of years does not suffice to assort and arrange them so that they may become fit for the builder's use. As a people, we read too much and think too little. No wonder, then, that our popular current literature partakes so largely of that character which requires little thought in the perusal. How many of our readers have so thoroughly acquired the art of good reading that they can take up a book in which some subject in ethics is treated in a logical manner and with the language of dry reasoning unassisted by narrative or parable, and read it along understandingly with pleasure, without frequently pausing and looking back, to bring up, as it were, the train of thought which they have outstripped in their reading?

This defect of rapid, superficial reading can be remedied only by much careful pains-taking, and often painful labor. Hence the importance of right instruction when *beginning* to acquire the art. Commencing with sentences easily comprehended by the scholar, he should be compelled to master every thought expressed by them, and every shade of thought of which they may be rendered capable by changing the emphasis from one word to another. This is a work of patience on the part of the teacher, but nowhere does the motto, "make haste slowly," apply more forcibly than here. If the teacher is faithful in this, he will spare himself much of the vexation incident to the effort to carry a scholar who is a poor reader, through any of the more advanced studies, with even comparative success.

To be a good reader requires a thoughtful mind, a ready perception, a wide and almost intuitive grasp of compre-

hension. But the careful training alluded to above, will beget all of these qualities. The memory, too, will be continually strengthened and enlarged by this practice. With every page read, some new thought will be seized upon by it and laid away for instant use.

The importance of reading as a means of mental culture is enhanced, when we consider that through *it* we acquire the best, and by far the largest, part of our intellectual culture. The ear aids much, it is true, but the knowledge poured into the mind through it, is less easily retained than that acquired by the thoughtful study of books. The lecturer may, indeed, please for the time, but he can profit us only so far as previous culture by reading, which is study, has fitted our minds to appreciate his rhetoric and understand his logic. Show us the person that can read understandingly, and we will show you him who has the power to take up any branch of study that is treated of in books, and pursue it successfully. L.

DO THEY TEACH FOR MONEY?—A REJOINDER.

Messrs. Editors :—I am happy to hear from your correspondent H. in relation to my article of the July No. in reply to his of the May No. of the Journal.

Indeed, I am obliged to him, if the reader placed the same construction upon it which he has, for I do not wish to be so understood. I must still differ from H., the same as before, and, having never seen Whately's logical fallacy, I am wholly unable, with all *my* logical powers, to see where the *ignoratio elenchi* or "shifting ground" lies; and certainly, if I were "to administer another dose of logic," I should prescribe a slight admixture of understanding.

H. cannot fail to see that I was speaking of the teachers of the common schools of Vermont, and I spoke of them as they exist, not as professional teachers, as I understand the term, for we have none. They belong to the

"shifting" class—a part "shifting" from teacher to pupil and pupil to teacher, and a part "shifting" from the field and work-shop to the school-room, and vice versa.

Of the former class I spoke, and of the same I understood H. to speak. Now the point of difference between us is this: I claim that among this class of teachers, which is constantly in the educational sphere,—educating themselves with the money they earn by teaching—are found the most faithful and persevering, whether they are students of Law, Medicine or Teaching, as was the character of Gen. Jackson, from whose life H. selected his text; while he calls them "drones and leeches hanging about the profession, who feel no interest in the school, and make no efforts to discharge their duty, except so far as their own selfishness may dictate." I care not what the ultimate profession of a teacher may be, it does not change the fact that the teacher, who is somewhere in the educational field, is a better teacher than he who has come up to the "standard" and there stops,—teaching when he can, and when he cannot, doing something else. The element of perseverance is there and will show itself.

The fault of our schools does not rest with the teacher so much, but with the low standard of qualifications which admits everything into the teacher's ranks—the poorer class of scholars who are infatuated by the cognomen of teacher—combined with a narrow minded, penny-[illegible] public spirit, which deals in cheap trash. More anon.

E. C. 2d.

RICHES.—Agar said, "Give me neither poverty nor riches;" and this will ever be the prayer of the wise. Our incomes should be like our shoes: if too small, they will gall and pinch us, but, if too large, they will cause us to stumble and to trip. But wealth, after all, is a relative thing, since he that has little, and wants less, is richer than he that has much, but wants more. True contentment depends not upon what we have; a tub was large enough for Diogenes, but a world was too little for Alexander.—*Colton.*

CLOSING REMARKS OF PRES. PEASE'S BACCALAUREATE.

But my congratulations chiefly refer to this time in which you are called into active life, and the kind of preparation with which you will enter it. It is a time such as recurs only in long periods—once in a hundred years, perhaps—a time when hostile issue is taken as to the validity of the great principles which underlie society; when men are put to the crucial test with respect to their confidence in those principles and their fidelity to them. Of all the providential blessings for which we have occasion devoutly to thank God,—and who can number them?—this is the chief,—that He has given us our being in these stirring times. Not that war is better than peace, far from it. All righteous war is in order to just peace. There lies its obligation and glory. But war against sin is better than peace with sin.—Such we hold the war to be which will mark in history the present time. A war by which the world is roused, by no transient, superficial excitement, but by that profound emotion which stirs the manhood of a man, and discloses how much or how little of it he has in him. The events of a day, at such a time, are often more pregnant than those of ordinary years. The significance of a lifetime is crowded into a single month. You may now see what life means; what a man is for. You are called upon directly to take sides. You *must* do it. You cannot escape. The great principles and eternal truths of God's government, cry aloud with a voice that the very deaf may hear: He that is not for us is against us. What a grand necessity is that, young men! What a glorious privilege is yours, to live in such a time!

And I trust you will prove worthy of the time. That is saying much, I know. But I also know that the principles which have been inculcated in your discipline here, are God's truth: that they are, therefore, vital; and that

taking root in the soul they will bear the precious fruits which we have been contemplating, converting a man into a friend of God, and true co-worker with Him; into a friend of man, and his true benefactor; into a good man, a good friend, a good citizen. Take up then into your being, the Christian life; let that actuate and guide and support you, and you will not fail to be worthy of this time, and of any time, and of all times. Imbued with these sentiments, young men, enter the great conflict, as God may guide you. Choose your side, maintain your post, fight your battle as in His service and under His eye, and your crown and your reward shall be the benediction of the good and the favor of God.

AMERICAN INSTITUTE OF INSTRUCTION.

BRATTLEBORO', AUG. 21, 1861.

The American Institute of Instruction commenced its thirty-second annual meeting in the Town Hall in this place at 2 1-2 o'clock this afternoon, the President, D. B. Hagar, Esq., in the chair; and the attendance was very large indeed, embracing many veteran teachers who rarely miss the opportunity of enjoying the meetings of this venerable Institute.

The exercises were opened with prayer by Rev. Geo. P. Tyler of Brattleboro', after which the Institute was cordially welcomed to this place by Hon. J. D. Bradley, in behalf of the citizens. Referring to the contrast between the state of the country abroad and the condition of the gathering within the Hall, he said the teachers of the country caused the present disturbance. The war is a schoolmaster's and a schoolmistress's war. The contest is one between the district school system and the system of the plantation. The one was inaugurated at Plymouth and the other at Jamestown. History will record that the teachers of the country were responsible for the war.

Mr. Hagar, the President, responded that if the responsibility of the war really rested upon teachers, they were willing to take the consequences of their acts, either here or in the school-room. They were willing to fight it out, even on the field, if it could be done better there than in the school-room.

ADDRESS OF THE PRESIDENT.

The President then gave his annual address, in which he referred at first to the large, harmonious and highly successful meeting of the Institute at Boston last year, and contrasted the happy circumstances under which they then met, so far as the country is concerned, with the fact that not a man from the South can now stand on the platform of this Institute and speak in behalf of free education, without hazarding his life or liberty on his return. No one can think of this momentous change without the deepest emotions of sadness. Had the South enjoyed free schools, the people could never have been so blindly plunged into the abyss of treason.

Some of the objections to our free school system were then answered, particularly the charges that we are carrying our system too far, and are educating the people too much; and also, as others say, that our whole system is wrong, being the hot-bed of skepticism, atheism, and all the abominable *isms* that curse the land; and that, instead of being adopted in other States, it ought to be everywhere abolished. These charges have been made by political leaders, judges and Gospel ministers, and therefore merit attention. These objections were fully answered by reference to the fact that where the people are educated most thoroughly, there labor is most respected and most profitable, there are the richest sources of rational enjoyment, and there they do God service by the improvement of the talents He has given them. The social and religious institutions existing where free schools are enjoyed were contrasted with the same among those where there are no free schools, to show that infidelity and atheism do not flourish where schools exist. With devout thanks to God for the great success with which He has hitherto crowned our efforts, let us press on in the future to still higher achievements.

DISCUSSION.

The question as to how many hours in a day pupils ought to be confined in school, and also as to whether they should study out of school, was then taken up for consideration. Messrs. Bulkley of Brooklyn, Parish of Springfield, Putnam of Boston, Sheldon of Newton, Grosvenor of Dorchester, and Dr. Lewis of Boston, participated in the discussion, the latter gentleman declaring that he would not object to having his child of five years of

age in school ten hours in a day. The question is not so much how long a child shall be kept in school, as how he shall be employed while there. He would have no young child kept still in school more than ten or fifteen minutes at a time, and would vary the exercises by introducing numerous gymnastic exercises adapted to the age of the children. Mr. Parish thought it would be a good plan to have two rooms for each school, one for study and one for play, with teachers qualified to teach the best modes of playing as well as of studying. Mr. Putnam had not found, in his experience, that children were injured by study out of school. At any rate, the parents of his pupils, nine out of ten, desired to have *their* children advance more rapidly and study more.

EVENING SESSION.

The large hall was crowded at the evening session, and at the opening of the meeting the audience listened with great pleasure to a patriotic glee by Prof. Wood of Albany and his friend. Hon. Anson Smyth, of Ohio, was then introduced as the lecturer of the evening, who succeeded in interesting the large audience admirably for about an hour and a half. on the subject of "Christian Education in Public Schools." He answered effectually the charges which have been made that the public schools inculcate no religion, or do worse by extending irreligion. These charges were the result of sectarian bigotry, which he believed was rapidly passing away, not only among Protestant sects, but also as between Protestants and Catholics.

To show the sectarian bigotry which has existed, and which has caused the objections to free schools, he quoted from a document once sent to him, and circulated in a section of Ohio, headed in this volcanic style: "Christians, rally for your children. Presbyterians, Methodists, Baptists, Episcopalians, Christians of every name, rally for your children. The common school system is proving a disastrous failure." After going on in that style, some of the special grievances were stated, among which was the complaint that the teachers said nothing about the final resurrection of the body, or free will, or necessity. To suit such men teachers must have classes in these branches, and in their order of daily exercises we should hear the classes called up—"The class in Corporeal Resurrection will now recite," &c. Such objectors are passing away.

The committee of reception have had their hands full, to provide places for all who have arrived here. The hotels and Water Cure establishments are crowded; but every one wears a smile, and no one would suppose from the aspect of things here that the very existence of our government was threatened, or that any body in the broad land was engaged in deadly hostility, were it not that here and there is seen a military cap or dress, to remind us of the lamentable struggle which ignorance and diabolism have brought upon us.

AUG. 22, 1861.

The exercises of the Institute have been quite interesting to-day, commencing with a discussion as to the proper qualifications of primary school teachers, in which Messrs. Northend of Connecticut, Sherwin, Wetherell, Philbrick, and Dr. Lewis, of Boston, took part. Mr. Sherwin and Mr. Wetherell presented the desirableness of having teachers who can interest pupils in the study of nature, whether in the form of trees, leaves, flowers, rocks, or animals, including insects and even reptiles. Mr. Sherwin enforced the necessity of this knowledge on the part of teachers, at length, and, among other anecdotes, he stated that a lady from Boston, on seeing the balls on potatoes, inquired if they were oats. Mr. Wetherell related an instance of a teacher, called a good one, who, in answer to the question what produced the sound, on hearing an August cricket, said it was a frog. The same lady promised, on her return from New Hampshire, to bring back some of the blossoms of the laurel, not knowing enough of that plant to know that it blossomed in June.

Dr. Lewis claimed that an ability to train the pupils on gymnastic principles was the first qualification of a primary teacher. Mr. Philbrick protested earnestly against that view of the case, calling it an extreme one, upon which Dr. Lewis responded, reaffirming his former position, and declaring that it was not only the first in order of the qualifications of a primary teacher, but the first in *importance.*

Prof. Frost of Boston favored the Institute with a patriotic song, after which a lecture was given by H. E. Sawyer, Esq., of Concord, N. H., Principal of the High School and Editor of the *New Hampshire School Journal.* His subject was, "The Privileges and Pleasures of Teachers."

This was a new subject, as teachers are more apt to speak of the duties and trials of the profession; and as it was presented by Mr. Sawyer, it afforded profitable matter for reflection, and will be likely to lead teachers to think more of the *pleasures they may enjoy.*

In the afternoon the report of the Treasurer was read, from which it appears that the expenses for the year have been $423,58. The total credits have been $833,78, leaving a balance of $410,20 to the account of the present year.

A Lecture of great interest was then given by Lewis B. Monroe, Esq., of Boston, on "The Human Voice": which was followed by some kindred suggestions on "*The Musical Voice,*" by Prof. Frost, of Boston. A recitation of "*The Bells,*" a Poem by E. A. Poe, by Mr. Monroe, was listened to with breathless interest, and heartily applauded at the close. No hour of the sessions of the Institute has been more satisfactorily spent, perhaps, than that occupied by Mr. Munroe. Dr. Lewis took an entirely *gymnastic view* of the subject, and asserted that persons who wish to secure a strong voice must make their abdominal muscles stronger, which give four-fifths of all the powers in vocalization.

John Kneeland, Esq., of Roxbury, followed a gentleman from Boston, who had taken the platform and occupied considerable time in rather boisterous advocacy of the theory, which was evidently a new one to him, that "*the muscles must be educated;*" and in doing so, Mr. K. said he was struck with a remark made by Prof. Frost, that a man might go on all his life making sounds, while a single one of them would not be musical. The audience enjoyed and rewarded the hit with the heartiest cheers. Resuming, Mr. K. said he felt altogether out of place there, for he had no hobby to ride. This was another shot that hit more than one, and some of the former speakers had the good sense to join in the roars of laughter that followed. He did not feel half so sure of his opinions as those gentlemen who had spoken. One good thing this meeting would do, he thought; it showed how old they were. He had been living at home, where he thought he was somebody, at least as good as the average; but he now felt that the times had gone on ahead of him; he was not up to them. But he did not believe half so much in gymnastics as those gentlemen. We have gymnastics here for

breakfast, gymnastics for dinner, and gymnastics for supper. We started off yesterday with "How many hours," &c. What was the discussion? Nothing but gymnastics. We commenced this morning with "The Qualifications of Primary School Teachers;" and they were—nothing but gymnastics. To-morrow we are to have an address on Universal Education, and a discussion, and that education is to be nothing but gymnastics.

Mr. Kneeland was rewarded for the happy manner in which he continued to present his own views, by witnessing an effectual gymnastic exercise of the risible muscles throughout the audience, and by the applause which he so richly deserved for the sensible considerations he urged upon the members of the Institute.

Mr. D. B. Tower of St. Louis spoke of the usefulness of declamation as an exercise in training the voice, and also as an important means of giving to boys an ease of manner in walking or appearing before an audience. He would have a boy go out to the platform and take his position for declamation, even if he did not utter a word, that he might learn to do it without awkwardness or stumbling. He referred to an incident of recent occurrence where a little girl of eight years of age, being away from home, on reading with a class of nearly twenty in a village school, was detected as a Boston girl at once, on account of the excellence of her articulation in reading.

Although the weather was unfavorable in the evening, the hall was well filled. On account of the sickness of Dr. Pease of Vermont University, who had been announced to speak, his place was supplied by Leander Wetherell, Esq., of Boston, who gave a very instructive lecture on "The Importance of a Liberal Education for Women, as essential to the highest type of Civilization." The mission and influence of woman as an educator was presented as one of the chief reasons that she should possess a liberal education. The influence of mother was fully represented by a reference to the mothers of many distinguished men, to show that good men have usually had good mothers, and that bad men have had bad, unprincipled mothers. The lecture was received with attention, and the speaker was applauded.

AUG. 23, 1861.

The exercises of the Institute commenced at nine o'clock, and were opened with prayer by Rev. Mr. Williams of this place.

ADDRESS BY T. D. ADAMS, ESQ.

T. D. Adams, Esq., of Newton, Mass., was then introduced, who spoke in a most eloquent manner upon "The Bearings of Popular Education on Civilization." He placed teachers in the vanguard of civilization. The hand of the teacher is seen in everything good; the faithful teacher lives for the good of all, laboring in obedience to the divine command, "Let there be Light." "More light, more light," were the last words of the dying Goethe, and teachers re-echo them as they rejoice in the high relative position of the civilized world. In all history no brighter page can be found than the present. Nothing in the history of Greece or Rome can compare with it. Nowhere is the influence of education seen more clearly than in government, the most oppressive tyranny always being found where the greatest degree of ignorance prevails. The Italian Revolution of 1859 was referred to as an example of the influence of American ideas of education and government there. Soon after that period Garibaldi decreed a spot of ground for the erection of a chapel devoted to Protestant worship, not in Florence, but in Naples! Such was the glorious result of American ideas.

Tyrants have always known the truth that education is a mighty conservator of freedom. Madame De Stael was the most accomplished woman of her age in France, and Napoleon, when he ceased to be the savior and became the oppressor of Europe, feared her most of all, remarking that she carried a quiver full of arrows which would hit a man though he were seated on a rainbow. He accordingly banished her.

The lesson of the hour is most potent on the point that, in order to preserve freedom, all must be educated. Yonder rebellion has been caused by a few ambitious men who have prevailed over the ignorance of the multitude. A revolution implies that the people know the fact and the cause of their oppressions. Rebellion implies an unlawful ambition, which relies for its success mainly upon ignorance and treason. The present war is a measure of our civilization, and if our country is now saved in this time of peril, it will not be on account of the politicians, but because the school-master has been abroad for the last twenty-five years. As the teachers of the present are the pioneers of thought for a future generation, let

all labor to accomplish the great command, "Let there be light."

Hon. Joseph White, Secretary of the Board of Education of Massachusetts, followed Mr. Adams with a most eloquent address on a similar topic which had been announced as the subject for discussion, which was, "Universal Education, the Great Safeguard of a Republican Government." Mr. White defined a republican government as it is understood in America, answered the question, What is meant by universal education? and then proceeded to inquire what are the relations of such an education to the permanency of republican institutions. The whole subject was treated in a masterly style, and the address was heartily enjoyed and frequently applauded. Every one felt at its close, that no more discussion of that topic would be demanded, or, perhaps, endured. The Institute then proceeded, according to previous assignment, to the election of officers for the ensuing year, as follows:

For President—A. P. Stone, Plymouth.

For Vice Presidents—Samuel Pettes, Roxbury; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Hartford, Conn.; William H. Wells, Chicago, Ill.; Alfred Greenleaf, Brooklyn, N. Y.; William D. Swan, Boston; Chas. Northend, New Britain, Conn.; Samuel S. Greene, Providence, R. I.; Ariel Parish, Springfield; Leander Wetherell, Boston; George B. Emerson, Boston; Amos Perry, Providence, R. I.; Nathan Hedges, Newark, N. J.; William J. Adams, Boston; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Thomas Sherwin, Boston; Jacob Batchelder, Salem; George S. Boutwell, Groton; John Kingsbury, Providence, R. I.; George Allen, Jr., Boston; Charles Hammond, Groton; D. N. Camp, New Britain, Conn.; J. D. Philbrick, Boston; Joshua Bates, Boston; Anson Smyth, Columbus, Ohio; Alpheus Crosby, Salem; Ebenezer Hervey, New Bedford; B. G. Northrop, Framingham; George F. Phelps, New Haven, Conn.; John C. Pelton, San Francisco, Cal.; Henry E. Sawyer, Concord, N. H.; William F. Phelps, Trenton, N. J.; J. Escobar, Mexico; E. P. Weston, Gorham, Me.; E. F. Strong, Bridgeport, Conn.; D. B. Hagar, Jamaica Plain; Hiram Orcutt, West Brattleboro', Vt.; B. B. Whittemore, Norwich, Conn.

Recording Secretary—William E. Sheldon, West Newton.

Corresponding Secretaries—B. W. Putnam, Boston; John Kneeland, Roxbury.

Treasurer—William D. Ticknor, Boston.

Curators—Nathan Metcalf, Boston; Samuel Swan, Boston; J. E. Horr, Brookline.

Censors—William T. Adams, Boston; Jas. A. Page, Boston; C. Goodwin Clark, Boston.

Counselors—Daniel Mansfield, Cambridge; Charles Hutchins, Boston; J. W. Allen, Norwich, Conn.; Geo. N. Bigelow, Framingham; Richard Edwards, St. Louis, Mo.; T. W. Valentine, Brooklyn, N. Y.; J. E. Littlefield, Bangor, Me.; F. A. Sawyer, Boston; Moses T. Brown, Toledo, Ohio; Henry L. Boltwood, Derry, N. H.; Joseph White, Williamstown; George T. Littlefield, Somerville.

The new President, Mr. A. P. Stone, assumed the duties of the Chair, in the afternoon, having accepted the office in a graceful speech.

Prof. Edward North, of Hamilton College, gave the address of the afternoon on "*The Sources of Personal Power*," which he arranged under four heads, viz: *health*, *organized thought*, *enthusiasm*, and *friendship*. The great struggle in this life is one for power. Every one has, away back in his secret thoughts, a guarded shrine, where he sets up a veiled image and whispers in a private litany his aspirations for power. Man's nature fits him for power. He was sent here to earn the right to influence others, to create history, to create images of his own personality. The various ways in which this four-fold power manifests itself, were illustrated by reference to the lives of Eli Whitney, Charles Goodyear, Hiram Powers, and others. The address was a finished, scholarly one, and was greatly enjoyed.

The Institute adjourned at an early hour to enable many of its members to ascend the mountain on the opposite side of the river, from which to gain a magnificent view of the valley of the river, and a vast extent of beautiful country beyond, extending even to the Green Mountains. More than a hundred persons, principally ladies, made the ascent, who will never forget the efforts it cost them, nor the rich rewards for all the annoyances of the tedious trip.

The exercises of the evening were of a miscellaneous

character, consisting of the passage of the customary resolutions of thanks, and hearing reports from the States represented, all of which was interspersed with capital singing by Prof. Wood and his friend, to whom the Institute are much indebted. At the close of the exercises at the Hall, very many accepted the invitation of Mr. Emil Apfelbaum, Superintendent of the Lawrence Water Cure, to enjoy a Social Party in the spacious halls of his establishment, where the song and dance and social conversation closed, at a late hour, the pleasures connected with this last and one of the best meetings of the American Institute of Instruction. Among the resolutions at the evening session was one with reference to the decease of Mr. A. W. Pike, of Boston, who was one of the early Secretaries of the Institute; and one also with reference to the decease of Mr. Ichabod Morton of Plymouth, a man always prompt to do his duty in the work of education.

VT. STATE TEACHERS' ASSOCIATION.

The Eleventh Annual Meeting of the Vt. State Teachers' Association was held at the Congregational Church, in Middlebury, on the 19th and 20th of August, 1861, commencing on Monday at 2 o'clock P. M, the President, Mr. J. K. Colby, in the Chair. After the Association was called to order, prayer was offered by the Rev. Dr. Labaree. The Secretary being absent, B. F. Winslow was appointed pro tem. Appointed the following committees.

On Business.—Messrs. Olmstead, Clark, and Dayton.

To nominate officers.—Messrs. Bascom, Stone, and Hyde.

To fix a place for the next meeting.—Messrs. Orcutt, Conant, and Buckham.

To procure new members.—Messrs. Leavitt, Steele, Sherman, and Crane.

Voted, that the hours of meeting be 9 A. M., 2 P. M., and 7 1-2 P. M., and to adjourn at 12 M.

Voted, that in discussions, the time of all speakers, except those previously appointed, be limited to ten minutes each.

The time for the first exercise having arrived and the *address* on the subject of "Music in Common Schools" not being in readiness, the following resolution was introduced by the Business Committee.

"*Resolved.*—As the sentiment of this Association, that vocal music ought to be introduced into all our schools."

After discussion by Messrs. Clark, Winslow, Boardman, Stone, Perry, Allis, Olmstead, Muzzy, Hough, Marsh, and Allen, the resolution was made the order of to-morrow, at 9 o'clock, A. M.

After a recess of 10 minutes, the Association came to order, when Mr. Conant was appointed Assistant Secretary, and the Business Committee reported the following resolution.

"*Resolved.*—That three hours a day and five days in a week, is sufficient time to retain children under ten years of age, in school."

Before discussing the resolution, the following Hymn was sung to "auld lang syne,"by the Association, and with evident interest.

"Make channels for the streams of love,
Where they may broadly run;
And love has overflowing streams,
To fill them every one.

But if at any time we cease
Such channels to provide,
The very founts of love for us,
Will soon be parched and dried.

For we must share, if we would keep
That blessing from above;
Ceasing to give, we cease to have;
Such is the law of love."

The resolution was then discussed by Messrs. Olmstead, Chandler, Hale, Allis, Stone, Clark, Winslow, Fisher, Leavitt, and Allen: and, on motion, was made the order of business after the address this evening.

Voted,—That English Grammar be the subject for discussion at 1-2 past 9 to-morrow morning.

President Labaree of Middlebury College having given the Association a cordial invitation to visit the College, it was unanimously voted to accept the invitation at 8 o'clock to-morrow.

Adjourned to 1-2 past 7, evening.

EVENING.

The Association again met and opened its exercises by singing the Hymn, "My Country, 'tis of thee," after which an interesting address was presented by Mr. Judah Dana, on the subject of Arithmetic, followed by queries and remarks, in which Messrs.

Olmstead, Dana, Foster, Perry, Allis, Winslow, and Sherman, participated. The resolution in regard to the time that young children should be kept in the school room, was then taken up and passed in the negative.

Adjourned till to-morrow morning at 9 o'clock.

TUESDAY MORNING.

Upon taking the chair, the President announced as a Committee on the "School Journal," Messrs. Bascom, Hough, and Dana.

The resolution on Music was then taken up and adopted.

After singing, it was moved that the study of English Grammar ought to occupy a more prominent place among the branches taught in our common schools. The subject was discussed by Messrs. Chandler, Conant, Parker, Olmstead, Orcutt, and Perry, and the resolution adopted. The Association then listened to a valuable address on "Moral Culture," from Prof. N. G. Clark, and adjourned till 2 o'clock, P. M.

AFTERNOON.

The Association, upon assembling, listened to the report of the Treasurer, which was accepted. A letter of resignation, from its late worthy Secretary, Rev. S. L. Elliott, was presented, and accepted by the Association with regret. The Committee on nomination reported as Officers for the year ensuing.

For President.—J. K. Colby. St. Johnsbury.
Vice President.—D. D. Gorham, Montpelier.
Rec. Secretary.—E. Conant, Randolph.
Treasurer.—Moses Burbank, Ludlow.
Auditor.—B. F. Winslow, Pittsford.

Ex. Committee.—Judah Dana, Windsor; J. D. Wickham, Manchester; E. Conant, Randolph.

Corresponding Secretaries.—H. F. Leavitt, Addison County; Solon Albee, Bennington County; H. P. Cushing, Caledonia County; J. S. Cilley, Chittenden County; Wm. Sewall, Essex County; J. S. D. Taylor, Franklin County; O. G. Wheeler, Grand Isle County; Malcolm Mc Kellop, Lamoille County; F. G. King, Orange County; Thos. Bayne, Orleans County; Stephen Knowlton, Rutland County; J. S. Spaulding, Washington County; A. E. Leavenworth, Windham County; W. R. Shipman, Windsor County: who were elected.

A practical and very appropriate address was then delivered by Prof. H. M. Buckham, on "The English Language in School." The following resolutions were adopted.

1st. That greater attention ought to be given, in our common

schools, to the Elements of Education and less to the Higher Branches.

2d. That in the present civil war, the teachers of Vt. find encouragement to greater fidelity in their work.

3d. That the effort to sustain a State School Journal, on the part of Messrs. Leavenworth and Orcutt, is highly creditable and deserves the cordial sympathy and earnest support of all friends of Education in Vermont.

4th. That, as teachers and friends of Education, we are glad to renew the assurance of our confidence in the Secretary of the Board of Education and our high appreciation of his ability in awakening interest in the subject of Education generally; and that we are fully convinced, from personal observation, that his mode of conducting Teachers' Institutes is well calculated to prepare teachers for success in their work.

The Society then adjourned till 1-2 past 7, evening. After adjournment, the members of the Association repaired by invitation to Pres. Labaree's and passed a very pleasant hour in social intercourse and in the enjoyment of the large abundance on his generous board.

EVENING.

The Association met at 7 1-2 o'clock, and, after singing, listened to an address from Mr. Hiram Orcutt, on "The Relation of Common Schools to the Prosperity of a Community." After the Address the following resolutions were adopted:

1st. That in the recent death of Mr. Thos. H. Palmer, of Pittsford, we recognize the loss of a long tried and firm friend of Common Schools, and one whose enthusiastic and untiring devotion to the best interests of popular education during a long life of four score years, ought to inspire us with new zeal and more untiring energy in our work.

2d. That in the death, during the past year, of the Rev. Dr. E. B. Smith, Pres't of the New Hampton Theological Institute, at Fairfax, Vt., and a former Pres't. of this Association, the cause of education has lost a persevering, able, and earnest friend, and that this Association cherish the memory of the deceased with the highest respect and affection.

Mr. B. F. Winslow, of Pittsford, addressed the Association, paying a fitting tribute to the memory of Mr. Palmer.

The following resolution was then presented and adopted:

That this Association tender its most sincere and hearty thanks to the Chairman of its Executive Committee, for the faithful, judicious, and able manner in which he has discharged his duty in preparing the business and providing for the entertainment of this meeting.

The Rev. Prof. Boardman responded briefly and offered the following resolution, which was adopted:

Resolved.—That the thanks of this Association be presented to the gentlemen who have favored us with the several able and interesting addresses to which we have attended on this occasion.

Other resolutions were adopted as follows:

1st. That, as members of this Association, we most cordially present to the citizens of Middlebury, whose kind hospitality we have been permitted to enjoy, our most sincere acknowledgments.

2d. That the Association would again express its appreciation of the courtesy extended to it by the several rail roads, in the reduction of their fare.

2d. That the Secretaries be requested to make out a report of the proceedings of the Association at this session, for the Middlebury Register and the Vt. Chronicle, and that other papers be requested to copy.

After the adoption of the resolutions, the assembly joined in singing "God bless our native land", with the Doxology, "From all who dwell beneath the skies," in Old Hundred, when the Association adjourned, sine die.

J. K. COLBY, President.

B. F. WINSLOW, } Secretaries.
E. CONANT, }

EDITORIAL MISCELLANY.

AMERICAN INSTITUTE OF INSTRUCTION.—Not being able to attend all the exercises, we could not make a full report, and, hence, have copied the articles as reported for the Boston Journal. Our readers will find this report full, accurate, and very interesting. The meeting was unusually attractive and was attended and sustained by more intelligence and educational talent than was ever before assembled in Vermont. It is estimated that nearly a thousand persons from abroad, were in attendance during the week. All, or nearly all, the free States were represented.

We notice one fact with grief and shame.—Vermont was not represented among the lecturers. Three, at least, were invited to prepare addresses for the occasion, and two accepted the appointment, but *no one appeared to perform his part at the meeting.* We hope satisfactory reasons have been given for the failure. Every other assigned exercise was performed.

VERMONT TEACHERS' ASSOCIATION, ET CETERA.—A formal report of our annual meeting, recently held at Middlebury, will be

found above. The time and circumstances were very unfavorable. The meeting was confined to a short day and a half, on the Monday and Tuesday following the College commencement, and just before the more attractive meeting at Brattleboro', and when public interest is so absorbed in our national troubles. We had reason to expect only partial success, if not an entire failure. But the meeting was quite fully attended, and the interest well sustained. We are sorry to note two failures of lecturers here also. Too much praise cannot be awarded to the citizens of Middlebury, for their hospitality and the interest manifested in the exercises. A large church was well filled, to listen to the Lectures and Discussions, both in the day time and evening.

It is gratifying to mark the change which has been wrought in Vermont, during the last twelve years. At the commencement of this period, there was little or no interest manifested in the State on the subject of popular education. No State organization existed, and but few in the counties. About this time, we had the honor, in a brief article published in the Vermont Chronicle, to raise the question, "Why may *we* not have a State Teachers' Association?" The question was discussed, and during that year our present Association was organized, and has been growing in interest and importance up to the present time. Within the same period our school system has been vitalized, and is now, in the hands of our *living* Secretary of the Board of Education, in efficient working order. Still we falter and hesitate to follow in the train of other States. We have a *School Journal*, but it does not live on the *generous sympathy* and *cordial support* of the State. Our Association *votes* that it may live and prosper, but we are compelled to believe that but very little *public* interest is felt in the enterprise. There are many *individual* and noble exceptions, and we are under lasting obligations for the encouragement we have received from them, in our gratuitous and laborious efforts to sustain the Journal. The *many* friends of education want interest in it, and some are really opposed to it. They would not *offer* any public opposition, nor *express* hostility, but they believe the enterprise will fail, and would prefer to have the educational matter published in the newspapers. They may not realize how much their influence tends to produce the failure they predict, and to paralyze every effort for progress. Writing for the newspapers

had been tried, and, if we are rightly informed, well nigh proved a failure; that is, was suspended before the middle of the year in which it was commenced. But are the live teachers and friends of education in Vermont willing to have our Educational Journal suspended? Is not the Vermont Teachers' Association of sufficient importance to have an organ? Is Vermont willing to admit that she is unable to sustain a Journal, when one is sustained in every other N. E. State, and even in many Southern States? Should we not have some pride in this matter, if no other consideration has influence? It remains with teachers to settle the question. The resolution adopted at the last meeting is all that could be asked. But exactly how much that resolution means, will be determined by the active cooperation and aid hereafter furnished in sustaining the Journal. If it lives, we must have encouragement and assistance; if it dies, the professed friends of education in the State must sustain the responsibility.

Errors Corrected.—In the last No. of the Journal, on pages 242 and 243, by some unaccountable oversight, several typographical errors were made. The pronoun *it*, after the word "avoid" in the fifth line from the beginning, was dropped. The word *experiment* was substituted for *expedient* in the ninth line. After the word "relief" in the seventh line on the 243 page, the following clause was omitted entirely: "If in Surgery, the use of the knife; or in quelling a mob, the taking of life; or in School discipline, the use of the rod, is not the ultimate means of relief, then comes the question, "what is"? In the last line there should be the word *and* instead of a semicolon after the word "Surgery." O.

Patriotic Songs.—"Where Liberty dwells is my Country." Words and Music by Rev. G. S. Plumley. Dedicated to the 7th Regiment, N. Y. An easy and spirit stirring song with a chorus. It deserves to be popular with the soldiers and with all patriotic young Americans who can sing.

The Volunteer Yankee Doodle of '61. Words and Music by Louis Selle.

This seems to be an attempt to get up a new Yankee Doodle. It is rather better in some respects than the old one, which isn't saying much. Perhaps it will go. Melody and harmony are both good, and at the same time it is not too far above the heads of the people.

Horace Waters, 481, Broadway, N. Y., Publisher. J. C.

VERMONT

SCHOOL JOURNAL AND FAMILY VISITOR.

VOLUME III. OCTOBER, 1861. NUMBER X.

OUR COMMON SCHOOLS—THEIR INFLUENCE UPON COMMUNITY. NO. 2.

What has been the influence of New England principles upon Northern Society? What has the instruction of common schools done for the development of mind and character? I can in no way more satisfactorily answer this question, than by quoting the language of an intelligent Chaplain, in a recent description of our army, now fighting for the Institutions under which they were reared. And first, he inquires, "What are the men that compose the Northern Army?" They are men who can read and write and think; men of general intelligence, who for years have been discussing in their own way, the problems that are now to be settled at the point of the sword. They sympathize intellectually with the contest, and are there to fight for an idea of their own. They are there not merely as animals; they are men with brains as well as muscles. Here is manifested the influence of our free schools. Northern Society, the legitimate product of Northern principles, is brought face to face with Southern Society, the legitimate product of Southern principles." And let those who would see a faithful portrait of Southern character, as drawn by a foreigner, read the recent letters of Dr. Russell, correspondent of the "London Times." His picture is perfectly horrible. But our Chaplain goes on to enquire, "Who are the men composing our Army? There is hardly a single regiment in the field that would not make a perfect colony. Transfer any Colonel's command to a barren island in the Pacific, and it would contain within itself, all the ability needed to supply its own en-

tire circle of necessities. It could cut its own timber, erect its saw mills and build its houses. It could take the iron ore from the mountains, build its own furnaces and convert the rough material into any shape in which it might be needed.

Having erected a thousand cottages, it could then commence a navy. The hull of its vessels should be made by men who have worked all their lives at the trade; the sails should be woven from the rough material just plucked from the stalk. And when completed, the vessels should be manned and officered by those who have weathered Cape Horn a dozen times, and who have guided their craft through the monsoons of the Indian Seas. This done, and our little village containing a thousand souls, should be studded with sign boards telling of the doctor, the lawyer, the joiner, the dealer in native and foreign products, the editor with his printing press, and the artist to illustrate and immortalize." And these are the men who have been trained in our common schools.

III. The relation of common schools to the general prosperity of a community is seen in their direct influence upon labor.

Industry is an element of national prosperity; so is wealth. Intelligence diffused among the people, creates habits of industry, and industry guided by intelligence, promotes wealth. Hence, our public schools have an important relation to the prosperity of the State, by producing marked improvements in the leading industries of the people.

Our laborers occupy a higher position than in any other country, and in the same proportion, their labors are the more effective and economical. When we *buy* labor, what do we expect to get? Merely the physical force contained in muscle and bone? Should we employ an animal because he is strong? Physical strength is necessary, but to be available, it must be guided by intelligence. The descending stream has power to drive machinery and the

arm of an idiot has force for mechanical labor, but either is useless without a directing mind. In all employments and professions we pay more for the skill that directs the power than for the power itself; and sometimes it is merely professional *skill* that we buy.

And what is the influence of improved facilities for labor upon the general prosperity of a community? It is easy to illustrate.

The stream that now moves the machinery in which hundreds of men and women earn their daily bread, was, a hundred years ago, employed in driving a single set of millstones. One individual was leisurely employed and sparingly fed in conducting its operations.

The Physical power has not changed, but intelligence has controlled that power to produce these wonderful results. And is it not a public benefit that these hundreds have found employment and are thus able to obtain an honest livelihood by their own industry? In proportion to the population of our country, we are daily dispensing with manual labor; yet, we are daily increasing the national production.

Mind now directs the forces of nature and of the human body. As a result, a given product is furnished by a less outlay of physical power. The old spinning-wheel and hand-loom of former days could produce a web of cloth but it was at a wasteful expense of time and strength.

Now, intelligence guides the waterwheel, the spindle and the shuttle, which mind has invented. And who does not see the utility and economy of such a change!

And who will not acknowledge the importance of mental culture in its bearing upon the industry of a community? Is an ignorant farm laborer as serviceable as one who is intelligent? Would he produce as much in the shop or mill? If not, then the education of the laboring classes is of the first importance, both to themselves and to society. Learning makes labor more valuable to

him who toils, and, at the same time, reduces the price of his products. Hence, all classes are benefitted. As each laborer, with the same amount of physical strength, produces more, the aggregate products of the state are greatly increased; and as the cost is proportionably diminished, each laborer may have a larger share and acquire a greater amount of independence, comfort and wealth. Hence, just so far as our public schools promote sound learning and diffuse intelligence among the masses, so far they elevate and bless the laboring people.

No evidence can be gathered from observation or history, that an ignorant population has ever escaped from some condition of poverty. On the other hand, an intelligent, industrious community will, other things being equal, soon become wealthy. Learning that sustains virtue is sure to produce wealth; and this is the only means by which the poor can escape from poverty.

And can any doubt that our system of public instruction, founded as it is upon the Bible, and sustained by the religious Press and the Pulpit, tends to promote virtue? O.

WHAT IS THE MINUS QUANTITY?

In the discussion of this question, "What is the Minus Quantity?" we must first understand what is meant by a quantity. We believe a quantity to be anything which can be measured. The term quantity is, also, sometimes applied to the expression for it. We will use the term as applicable to either the expression or the thing, but mainly to the expression for it; as, 2, 4, a, or b.

Calling a the expression for a quantity, we wish to learn the difference between a and $-a$. There evidently is a difference of some kind, or there would be no utility whatever in having a minus quantity. The only perceptible difference seems to be, that, in the latter quantity, a is preceded by the sign minus. And so we infer, from this outward expression, that a minus quantity is a quantity with a minus sign preceding it; and so it is; but

this definition does not develop at all the nature or value of the quantity.

To know this, we must have recourse to the method by which it was obtained. Before this, let us notice some of the current explanations of minus quantity. It is understood by some to be less than no quantity. I have known pupils, who have made commendable progress in algebra, to state it as their belief, that the minus quantity denoted an absence of quantity, or was less than no quantity, or, to use common language, was less than nothing. The fallacy of this opinion is evident, for what is not a quantity certainly cannot be a minus quantity.

Again, it is said that a minus quantity is just like a plus quantity, with the exception that the minus quantity shows a different relation. Now what is meant by showing a different relation? It is usually explained by drawing a horizontal line, then taking some point near the center, as a starting-point, and saying that quantity is reckoned in two directions, and that it increases in both directions equally, the only difference being this, that one is to be added and the other subtracted. Do we not have quantities to be added and subtracted in arithmetic? Then the difference would be, the sign shows what is to be done in algebra; but in arithmetic we are told by word of mouth, or by the printed words of the book. So we should find no real difference between algebra and arithmetic. It seems that the ideas gained from an explanation like this are exceedingly vague and indefinite, and tend more to confuse than to make clear the real difference between a plus and minus quantity.

Let us now look at the process by which it is obtained. Take the quantity a, which is an indefinite, known quantity, (by an indefinite, known quantity I mean a quantity for which *any definite*, known quantity, as 2, 4, or 6, can be substituted); from this, subtract the indefinite known quantity b, and it gives the formula $a-b$, which is an expression for the difference of any two numbers.

Now, substistute for a the number 3, and for b, 1, the

expression will then be $3-1$, which reduced $=2$; substituting for b the number 2, the expression will read $3-2=1$. Again, substituting for b the number 3, it giver $3-3=0$. It will be noticed that the larger the number that is subtracted the less the result will be.

If we again substitute for b the number 4, for we have as much right to substitute 4 as any number, since b is indefinite, the expression will read $3-4$ reduced $=-1$. Substituting 5 for b the reduced expression will be -2. Applying the rule which we have found true, that is, that the minuend remaining the same, the greater the subtrahend the less the result; then the result -1 must be considered less than 0, and the result -2 less than either 0 or -1. Hence it follows that, as -1 is less than 0, that $+1$ and -1 are unequal, that is, that $+1$ is greater than -1; and as $+1$ is the result of adding 1 to 0, and -1 is the result of subtracting 1 from 0, it follows that $+1$ is greater than -1, by 2.

Again, of two minus quantities, it follows that that is the greater which is the result of the subtraction of the less number; for instance, $3-4=-1$, and $3-5=-2$. In the first case, 4 is subtracted, in the second case, 5; therefore $-1>-2$ because it is the result of the subtraction of the less number, likewise $-4>-6$. From this illustration it will be seen—

1. That a minus quantity arises from subtraction, and that it is an expression for the difference which arises from subtracting a greater quantity from a less.

2. That there is an inequality existing between a plus and a minus quantity represented by the same symbol.

3. That of two minus quantities that is an expression for the greater which is numerically the less.

It may, perhaps, be seen more clearly by a few illustrations which show the practical working of it when considered in this light. It is evident that $+1$ is not equal to -1, for if that is true, then the unreduced expression for $+1$, which is $3-2$, must be equal to the unreduced ex

pression for -1, which is $3-4$; or to another unreduced expression, as $2-3$, which is absurd. And to say that $+1=-1$, is the same as to say that taking 2 from 3 is the same as taking 3 from 2.

Again, if the *same* quantities be added at different times, the results will be the same or equal; and, conversely, if different quantities be added, the results will be different or unequal; and if the results are unequal, it follows that the quantities that were added were unequal. Then taking the quantity 2, to that add 1, and the result will be 3; to it add -1, and the result will be 1. This last result is less by 2 than the first; consequently, the numbers added are unequal. But $2=2$, therefore $+1$ is greater by 2 than -1, because the result is greater by 2.

I have heretofore confined the illustrations to *definite*, known quantities. I will give one more demonstration by using indefinite known quantities, which will prove the proposition true for any value of the minus quantity. Now, suppose we admit for the time that $0<-a$, and that $-a<-(a+m)$; then, if we add $a+m$ to both members of the first inequality, $0<-a$, we shall have $a+m<m$; which is absurd. Adding the same to the inequality, $-a<-(a+m)$, we shall have $m<0$; which is absurd. On the contrary, if we take the inequalities $0>-a$ and $-a>-(a+m)$, which we have shown to be true with definite, known numbers, and to them add the same quantities, $a+m$, we shall have $a+m>m$ and $m>0$; which is true.

Knowing that this view of the question gives us a key to many of the intricate operations in the science of algebra, I submit the question to teachers, Would it not facilitate the progress of our pupils in this interesting study, to explain, early in their course, the nature of the minus quantity?—*Mass. Teacher.*

SELF-INTEREST.—He who makes an idol of his interest, will often make a martyr of his integrity.

THE CONTRAST.

A little roguish fellow sits,
  Abrimming o'er with fun,
And smiles are chasing o'er his face
  Like beams of genial sun.

His sparkling eyes with jetty shade,
  Are peering all around,
To see if in the schoolboy crowd
  A playmate may be found.

His mind is not on book or task,
  But wanders far away,
And pants his restive, wild boy-heart
  For active, out-door play.

He feels like bird imprisoned, caged,—
  A captive in free land;
But many are the roguish pranks,
  The tricks in thraldom planned

And near me sits another youth
  With pale and thoughtful face,
And in his mien is dignity
  Blent with a softer grace.

In earnest attitude he sits,
  With head inclined o'er book,
And closely scans the learned page
  With sweetly studious look.

He is e'en now in heart a man,—
  In honor tried and true,—
And seeks to do those deeds alone,
  Which angel eyes might view.

O, who can tell whence this great change,
  Or so unlike they are?
'T is He alone who doth affix
  The magnitude of star.

'T is He who makes the *lowly* flower
  Beneath the *regal* bloom;
While, tho' unseen, it fills the air
  With rich and sweet perfume.—*Mass Teacher.*

MUSINGS ON THE TRIENNIAL.

BY PROF. E. D. SANBORN.

To H. E. SAWYER, ESQ.—*My good Friend and former Pupil:* The triennial Catalogue of Dartmouth College is before us. It stands between the dead and the living, a record of the past, a prophecy of the future. It reveals the march of intellect and leaves the highway of life strewn with dead. As in the progress of a conquering army many a strong man bites the dust, while the victors pass on; so, too, in the peaceful walks of literary life, we often leave our prostrate brethren behind us; and of many a youthful student it may be said:

> "He the young and strong who cherished
> Noble longings for the strife,
> By the road-side fell and perished,
> Weary with the march of life."

Dartmouth College has been in existence ninety-two years. More than three thousand students have received the honors of graduation. Almost one half of the whole number are dead; only eighteen hundred and fifty-five survive. Of these more than two thirds have been my own pupils I am beginning to feel that my pupils may say to me, "What knowest thou that we know not also?" I have repeated myself so often, that I almost fear to open my mouth in their presence lest some one should say, "I have heard that before;" and proceed to recite to his next neighbor, *sotto voce*, the anecdote or apothegm which will be hung as a pendant to my discourse. The success of his pupils is the teacher's highest reward; and for myself in looking over an assembly, at Commencement, who have mostly sat together before me in the recitation room, some of whom are already silvered with age, and many are conspicuous for their honors, I can say as Pyrrhus used to say to his Epirotes, "Ye are my wings." I would not wish to be classed with those teachers who arrogate all the glory their scholars win, to themselves, men who know everything, teach everything, and, like the

Bourborns, never forget and never learn anything, men who inspire "like Apollo and govern like Jove." So Phœnix in the Iliad, boasted that his tutorship made the god-like Achilles. He says:

> "Great as thou art, my lessons made thee brave,
> A child I took thee but a hero gave."

This class of teachers have been hardly beset by satirists from the days of Juvenal to those of Dickens. Horace smarted under the rod of Orbilius as Irving did under that of the pedagogue who was the prototype of Ichabod Crane. But this class of officials are more exposed to public scandal than most others, because they are never secluded. There is many a professional man who affects to be a village oracle, of whom it may be said—

> "And still they gazed and still the wonder grew,
> That one small head should carry all he knew."

But the powers of such great men are only tasked on great occasions. They appear like frogs after a shower. Professional life everywhere has a tendency to crystalize into forms, modes and rules. Exclusive devotion to a single pursuit narrows the mind, clips the wings of fancy, dries up the sources of invention and makes a man a mere bundle of technicalities. He can talk only on one theme; on that he is always fluent, always *tiresome*. Teachers are not peculiar in this respect; they are only more exposed. Like Spartans they bear the lash, because they have been trained for that very purpose. Juvenal compared the Roman teacher worn out with the constant repetition of the same thoughts, to "a hashed cabbage," which was neither savory nor nutritious. But all teachers are not men of routine any more than all statesmen are men of "red tape," or all lawyers of the firm of "Fog & Dodson," who so sorely tried the equanimity of the Court in that famous breach of promise case, Bardel *vs.* Pickwick. Some teachers are progressive; they move with the age; study its wants, learn its history and promote its welfare. Others commence life with a small capital of cheap wares

and never replenish their stock: thus at the end of forty years, they possess less intellectual wealth than when they began life. So a naturalist may study the rocky tablets of our earth's history till he is himself petrified and has no more mental succulence than a fossil trilobite; or he may be so devoted to the flora of our country as "to peep and botanize upon his mother's grave," and dry his gathered leaves and flowers in huge herbariums till they turn the tables upon him, and dry up all the juices of his soul, and leave it as parched and withered as the last leaf of Autumn that clings with dying fingers to the stock that bore it. So a physician may study the human frame with such exclusive zeal as to lose all consciousness of its outward integuments and make his lectures mere anatomical preparations; so that when we listen we mentally exclaim, "Can these dry bones live?" I have heard of an eminent mathematician, who, after reading Paradise Lost, asked triumphantly "What does it prove?" The disciples of Themis, too, sometimes become prosy, dull, formal and repetitious, "for that Old Time, the defendant, doth with force and arms," invade their premises and "steal, take and carry away" the glory of their youth and the vigor of their manhood, and leave them only "wise-saws and modern instances." Teachers, then, are not the only laggards in the race of life, though like the wheel-horses of a coach, they are often lashed for others' delinquencies. An old divine once divided men into two great classes, to wit: those who had attentively read his book and those who had not. I rather choose to describe teachers as the prophet did the figs which he saw in vision, "the good, very good, the evil, very evil."

Socrates was a type of the "*very good.*" He never grew old in feeling and sentiment. His great heart was always warm. He always loved the society of youth. One day he met a youthful and beautiful stranger, and struck with his intelligent and sweet expression of face, he placed his staff across the way and arrested him. A

few questions and answers united in bonds of endearing affection the philosopher and Xenephon, the historian, who wrote, like Thucydides, for eternity. The demon which Socrates claimed as his private monitor was nothing but *prudence*, which, etymologically, is providence. Socrates, in the civil wars of Greece, was a patriot and a soldier. His history is eminently suited to our times.

It would be contrary to the most approved usage in a letter for a public Journal, or in an essay on any topic of general interest, not to allude to the theme which occupies all minds, distresses all hearts, and draws tears from all eyes.

We have all read history from our youth. You and I have studied the graphic and sententious descriptions which Thucydides and Tacitus have given us of the civil wars of Greece and Rome. We have also heard of the thirty years war in Germany, of the war of the Roses in England, and of the bloody French Revolution, and we have regarded these instructive lessons of the past as somewhat mythological. For myself I should as soon have expected Jupiter to resume his throne on Olympus, or Neptune to raise his trident in the Aegean sea, or Pluto to wield his iron sceptre over the "grizzly ghosts" of the nether world, as to live to see our happy land bathed in fraternal blood. The fountains of the great deep of human passions have been broken up; the flood is rolling in upon us, and we do not yet descry any consecrated ark riding upon its surges. It is far easier to demonstrate its cause than its cure. Physicians sometimes find it more convenient to give the diagnosis of the disease than to prescribe a remedy. So the sage Don Quixote reasoned with his poor Esquire, smarting under his wounds: "The reason, Sancho, why thou feelest pain all down thy back, is that the stick that gave it thee was of a length to that extent." "Odds my life," exclaimed Sancho impatiently, "as if I could not guess that of my own head. The question is, how am I to get rid of it." This is the problem

with us. We all hope and pray for a speedy issue; but the great lesson that history teaches, is that such civil wars usually last as long as the generation lives that originated them. The encouragement we derive from the teachings of history is, that the results of all these desolating conflicts alluded to, have been worth the expense of maintaining them. We all have an abiding faith that truth and justice will ultimately triumph; but we must remember that justice is lame and tardy, and truth is the daughter of time. We do well to be hopeful, to cherish the land of our birth; we do better to hold fast to the Union of these sister Republics, by whose mutual aid the great temple of liberty has been reared, whose ample arch shelters the oppressed of every land, and gives security to the arts of peace and sanctity to the works of benevolence. We do BEST when we reverence the Constitution of the United States, as the noblest production of human wisdom, and the most beneficent form of government ever devised by man. It has been our palladium for the larger part of a century; it will, I trust, continue to be so in future years,—

———" That o'er each sister land,
Shall lift the country of our birth,
And nurse her strength till she shall stand,
The pride and pattern of the earth.
Till younger Commonwealths for aid,
Shall cling about her ample robe,
And from her frown shall shrink afraid,
The crowned oppressors of the globe."

—*N. H. Journal of Education.*

RELIGION AT HOME.—" Let them learn first," says Paul, "to show piety at home." Religion should begin in the family. The holiest sanctuary is home. The family altar is more venerable than that of the cathedral. The education of the soul for eternity should begin and be carried on at the fireside.

VERMONT TEACHERS' ASSOCIATION.

PROF. M. H. BUCKHAM'S LECTURE.—ABSTRACT.

Tuesday morning, at the time appointed, the President of the Association introduced Prof. M. H. Buckham, who announced as his theme, "The English Language in Schools." The Professor observed, that a man is known by his speech. His moral and intellectual character and culture, and his early home and school training are all largely expressed by it. Moral character is expressed in tones; intellectual, in the selection of words and the management of sentences. Speech is the greatest power we have. Do our schools sufficiently cultivate it? The lecturer charged all our schools with neglect, but said the higher schools were guilty of the greater neglect. Our educated men are also guilty of gross neglect. In no civilized country is the mother tongue so carelessly spoken as in America. The schools can do something to improve the national speech. They can cultivate good full tones and clear English articulation. There are imperfect points, and the teacher should always set a good example in regard to them. Spelling is to be included in our study of English, and is best taught by taking words as they are found grouped in sentences. Special care should be taken in regard to the spelling of all inflected words, the plural of money is moneys, not monies, in spite of the newspapers. Spelling should sometimes be by writing. Penmanship is also worthy of attention. Time was when writing was something to be read and that could be read.

The lecturer thought that the importance of reading had come to be appreciated, though good readers and good teachers of reading were yet far from common enough. He said that reading is dropped too soon in the course of education. To read well requires much mental discipline and much practice. Readers are not adapted to the wants of higher schools. A volume of history or of poetry is better, and of these let there be an occasional

change; with good management the expense need not be very great. The Professor's remarks here seemed to imply the reading of long lessons, that is of a page or two, by advanced classes; and this is doubtless well for classes that are really advanced. In regard to the choice and arrangement of words the school can do something, but the chief reliance must be placed on example. Those studies which require the pupil to extemporize his language in recitation are of great value in this respect; in such studies the pupil's language should be made a matter of criticism. In translations it is important that the author read should be rendered into *good* English, leaving the peculiar syntax of the original to be determined by other exercises after the translation.

MR. JUDAH DANA'S LECTURE.—ABSTRACT.

The Association was called to order by the President, and, after singing, was addressed by Mr. Judah Dana, of Windsor High School, on the subject of Teaching Arithmetic.

Mr. Dana said that every teacher should have some mode of teaching every subject, and particularly so of Arithmetic. The method should be really the teacher's own, either originally his, or borrowed from some other source and made his. He must not be compelled to rely on books, above all on keys. He should not hurry. To do a thing quick be slow about it. Let the pupil do his own work; observe his method; if that is right do not correct his mistakes.

Definitions are the foundations; let them be firmly, clearly fixed and understood. Take time with them; half a lesson learned is all gain, a whole lesson half learned is all loss. After the definitions comes Numeration. Teach the order of units in one period, then the periods; this is all. After reading, write. Then comes Addition. Look to the definitions. See what is essential, what convenient. One point essential: things to be added when of a specif-

ic name must be of the same kind. In Subtraction proceed as in Addition. In Multiplication note always what is the true multiplicand, and that the multiplier is an abstract number; also show that to multiply a number by each of two numbers, and then add the products, will give the same result as to multiply the given multiplicand by the sum of the two multipliers.

Mr. Dana insisted that short and long division were not two, but one; both are equally carried on in the mind. In fractions he said we should first be sure the pupil understands the meaning of the terms used. The numerator is the true number to be multipled or divided; the denominator is its label. The terms of the fraction you became acquainted with in division; treat them as old friends now. In division of fractions it is best to reduce both dividend and divisor to a common denominator; we really do so of necessity, to do so in form and explain accordingly is easiest for the pupil: and to divide a whole number by a fraction always first multiply the whole number by the denominator of the fraction, for this reduces the dividend to the denomination of the divisor.

Mr. Dana maintained, as stoutly as justly, that we should never allow the pupil to suppose that operations with compound numbers and decimal fractions differ at all, in principle, from those in simple numbers and vulgar fractions.

The reasons for some operations in simple numbers are most clearly explained by comparison with like operations in compound numbers, as for example that of carrying in addition.

For reckoning interest two methods should be taught; 1st. Find the interest on one dollar for the given time, then on the number of dollars: 2d. Find the interest on the given sum for one year, then for the number of years.

Mr. Dana would not give the pupil set rules to learn, but would perform an example, and require the pupil afterwards to write out his own rule.

THOROUGHNESS IN TEACHING.

Does not depend so much upon the scholarship and attainments of the teacher, as upon his *professional* knowledge. Indeed, a teacher may be a brilliant scholar and a learned man, and yet, utterly fail in the school-room. And we may suppose the teacher to be fully qualified as to scholarship, attainments, and modes of instruction, and if this is all, he *will fail.* Thoroughness of instruction in any school, implies efficiency in management and discipline. The well instructed school is always well regulated and well governed. But to be more definite, thoroughness pre-supposes much care and wisdom in the selection and arrangement of the studies to be pursued. These studies must neither be too difficult nor too easy. If too difficult, the pupil will become discouraged and fail to prepare well his lessons; if too easy, he will soon lose his interest and acquire habits of indolence or mischief. In either case, thorough instruction is not possible. Again, to enable the instructor to be thorough, the minds of his class must be deeply interested in the subject of the lesson and that lesson well prepared.

The instructor's ability to benefit his pupils by *teaching*, is usually over-estimated. He does more for them in other ways, and frequently accomplishes the most when he teaches the least. And first, by a thorough organization of his school, he secures that order and system, which afford the opportunity and create the disposition to study. By skillful management, he gains the confidence and "wakes up the mind" of his pupils. He inspires them with his own zeal and earnestness, breathes into them love for the school room and its duties, and leads them to self application, the only condition of thorough scholarship.

Again, the thorough teacher allows and encourages his pupils to do their own work. What they are *able* to do themselves, he never does for them. He does not allow

them to assist each other, but shows them the importance of self-reliance and persevering effort to overcome difficulties, as a habit for life. He tasks them to the extent of their working ability, and then strives to make them cheerful and happy in their work. He lets in just so much light upon their difficulties, as will encourage them to search for more. He adapts his instruction to the capacity and peculiarity of his pupils while he always keeps in view the object to be gained. The self sufficient he proves with *hard* questions; the timid and self distrusting, he encourages by bending down the branches of knowledge so low that they are enabled to pluck the fruit with their own hands.

The thorough instructor teaches principles more than facts; he explains sparingly but clearly what his pupils need to know. In a word, he knows *when* to teach, *how* to teach and *how much* to teach.

These suggestions accord with *our* experience and we hope they may not be devoid of interest and profit to others. O.

THE FRONT TEETH AND THE GRINDERS.

A FABLE.

Once on a time a mutiny arose among the teeth of a worthy man, in good health and blessed with a sound constitution, commonly known as Uncle Samuel.

The cutting-teeth, or *incisors*, and the eye-teeth, or *canines*, though not nearly so many, all counted, nor so large, nor so strong as the grinders, and by no means so white, but, on the contrary, very much discolored, began to find fault with the grinders as not good enough company for them. The eye-teeth, being very sharp and fitted for seizing and tearing, and standing out taller than the rest, claimed to lead them. Presently, one of them complained that it ached very badly, and then another and another. Very soon the cutting-teeth which pretended they were supplied by the same nerve, and were proud

of it, began to ache also. They all agreed that it was the fault of the grinders.

About this time, Uncle Samuel, having used his old tooth-brush (which was never a good one, having no stiffness in the bristles,) for four years, took a new one, recommended to him by a great number of people as a homely, but useful article. Thereupon all the front-teeth, one after another declared that Uncle Samuel meant to scour them white, which was a thing they would never submit to, though the civilized world was calling on them to do so. So they all insisted on getting out of the sockets in which they had grown and stood so many years. But the wisdom-teeth spoke up for the others and said,—

"Nay, there be but twelve of you front-teeth, and there be twenty of us grinders. We are the strongest, and a good deal nearest the muscles and the joint, but we cannot spare you. We have put up with your black stains, your jumping aches, and your snappish looks, and now we are not going to let you go, under the pretence that you are to be scrubbed white, if you stay. You don't work half so hard as we do, but you can bite the food well enough, which we can grind so much better than you. We belong to each other. You must stay."

Thereupon the front-teeth, first the canines or dog-teeth, next the incisors or cutting-teeth, proceeded to declare themselves out of their sockets, and no longer belonging to the jaws of Uncle Samuel. Then Uncle Samuel arose in his wrath and shut his jaws tightly together, and swore that he would keep them shut till those aching and discolored teeth of his went to pieces in their sockets, if need were, rather than have them drawn, standing, as some of them did, at the very opening of his throat and stomach.

And now, if you will please to observe, all those teeth are beginning to ache worse than ever, and to decay very fast, so that it will take a great deal of gold to stop the holes that are forming in them. But the great white grinders are as sound as ever, and will remain so until

Uncle Samuel thinks the time has come for opening his mouth. In the mean time they keep on grinding in a quiet way though the others have had to stop biting for a long time. When Uncle Samuel opens his mouth, they will be as ready for work as ever; but those poor discolored teeth will be tender for a great while, and never be so strong as they were before they foolishly declared themselves out of their sockets.—*Atlantic Monthly.*

THE COMET OF 1861.

The same that appeared in the time of Charles V.

Wanderer among the spheres
Cresting the brow of night,
Where didst thou hide in perished years
Thy strange awe-striking light?

Time has relentless driven
His hour winged coursers by,
Trampling dead ages, since in heaven
Man saw thy mystery.

Tell of our sires' amaze
At thy portentious ray,
As with pale superstitious gaze
They saw thee pass away—

And plague with red right hand,
Heralding human woe,
Delusive taught that thy command
Augmented ill below!

Then, wanderer, tell anew
Thy parted history,
Deep groves have hid from living view
All that could speak of thee!

Pilgrim of Heaven! to me
Thou hast no ill portent.
But when thy errant course I see
Brighten the firmament,—

Thy glories do not prove,
How e'er remote they shine,
Thou art a messenger of love,
A minister divine!—*New Monthly Magazine.*

READING AS A MEANS OF MENTAL CULTURE.

II.

"*Make haste slowly*" should be the motto of every school-room. And yet, how contrary the course generally pursued in our schools! Both teachers and scholars feel that the necessity is upon them to attain a rail-road speed, lest they be outstripped in the race for knowledge. Of these two classes, the latter are the least to blame and the more to be pitied. From the commencement of his education, the child is pushed along beyond his capacity, being advanced rapidly from one study to another, and the consequence is that he is utterly unable to do any thing thoroughly. He is, of necessity, compelled to skim over the surface, without time, if he has the inclination, to penetrate below it into the reasons of those things of which his text book treats, and to acquaint himself with the principles which underlie them. If he has a retentive memory and an ordinary interest in his study, he may remember much about it. But of what use is it to a scholar that he has stored in his mind a multitude of facts, unless he has been taught to use them? His teacher may accept from him the—"I know, but can't think," but the world will not accept such an answer to *its* demands for his services when a man.

Giving a man tools does not make a mechanic of him. He must be taught their use one at a time. Give a farmer good seed and you do not insure a good crop. The soil must be selected and prepared with especial reference to the nature of the seed. Then it must be properly sown and carefully cultivated. Our nation is at this time learning the severe lesson that it requires something more than to place a gun in a man's hand, to make a soldier of him, and much more to its sorrow that a sword and epaulets will not make an officer. Fitness for and success in any department of life are the results of long and patient training in that particular direction.

We would not underrate the value of a memory well charged with facts, but we hold that the culture which teaches him how to use these facts is of far greater importance to the scholar. The ideas furnished by memory are the tools with which the mind is to work. If it is not taught their use and *how to use them*, of what avail are they? Then, again, we believe that there is danger of surcharging the memory, with the effect of weakening rather than strengthening the powers of the mind. Let us look for an analogy. What the memory is to the mind, the stomach is to the body. Suppose that the latter be continually supplied with nourishment, no time being permitted for digestion, but an unremitting stuffing down of all sorts of food. Is it at all likely that the body would be nourished and its strength increased by such a process? But is not the practice, so largely prevalent in our country, of requiring, especially in the early years of school training, much memorizing with little thinking, as absurd? What wonder that the mind becomes puny! Again we would say that we would not in the least undervalue a good memory. On the contrary, we would say to every one,—cultivate this faculty well. But let discrimination be its prime servant. Let it not be the receptacle of words merely, but compel it to treasure up the thoughts conveyed by the words, so that you can bring them into your service clothed in language of your own, whenever you will.

As reading is the great means of acquiring knowledge and culture, it becomes a matter of importance, how and what we read. Mrs. Sigourney says to young ladies,—"All systematic reading should be with a fixed purpose to remember and to profit. Cultivate the retentive power by daily persevering exercise. * * * I am inclined to think memory capable of indefinite improvement, by a judicious and persevering regimen. Read, therefore, what you desire to remember, with concentrated and undivided attention. *Close the book and reflect.*" This last step is

important, for as the body becomes disordered through the accumulation of undigested food, so will the mind, by a similar regimen. Make memory your servant. Train her to take what you give her, to keep it, and to bring it forth at your bidding. Bacon says,—" We are of the ruminating kind, and it is not enough to cram ourselves with a load of collections. Unless we chew them over again, they will not give us strength and nourishment."

But *what* shall we read, to secure a proper culture? We should make it a rule rarely to read anything that does not leave us wiser. History is usually to be preferred to fiction, and there are many *facts* in the history of our race, during the different periods of its development, that seem stranger than the wildest whims that come from the heated brain of the novelist. The history of our country is rich with them, and yet how few of our people are familiar with it.

It is owing, no doubt, largely to this ignorance on the part of the mass of our people, that designing demagogues have been enabled to bring our government to the brink of ruin. Had the whole people been taught from infancy the true nature of our government, to understand rightly the principles which form the basis upon which it is built, to comprehend at one broad and generous view the claims and interests of every section of the country and of the whole as made up of sections: in short, had they been taught the character of our noble Constitution, and the sacredness of that pledge which binds every freeman to " preserve, protect and defend it," the troubles that now cause the best and most hopeful among the lovers of their country to tremble, would not have come upon us.

Our youth should be early instructed in all that pertains to the nature of our government, and made familiarly acquainted with all the details of its growth. This knowledge can be acquired only through a familiar acquaintance with the history of our country. The Constitution which forms the basis of our Union, should become

as household words to them. By such culture only, can they be fitted to assume the rank of an American *Freeman*. Will parents and teachers see to it that they do not let slip the golden opportunity now presented by our country's peril and the consequent interest in all that pertains to its welfare, for arousing in the minds of the young a zeal for knowledge in this regard, that shall know no abatement while life continues?

The law of the state expressly provides for the study of History in our common schools, requiring that all teachers be qualified to instruct therein. Few teachers are familiar with the details of the study, and we doubt whether many of our superintendents are qualified to examine them in it. But if there ever was a necessity for the passage of such a law, there is now an imperative necessity that its provisions be carried into practice.

Next to the study of History as a means of securing the right culture to our youth, we would place the works of old writers, that have outlived criticism and have come down to us richly freighted with the wisest thoughts of past generations. If these could supplant the light, shallow-brained literature of the present age, and if our children were so trained as to instinctively seek them instead of the latter, then we should have little fear that right mental culture would be secured to them. L.

SPEECH.—It is usually said by grammarians, that the use of language is to express our wants and desires; but men who know the world hold, and I think with some show of reason, that he who best knows how to keep his necessities private, is the most likely person to have them redressed; and that the true use of speech is not so much to express our wants, as to conceal them.—*Goldsmith.*

SLANDER.—Slander as often comes from vanity, as from malice.

THE STATE BOARD OF EDUCATION.

This organization has been established sufficiently long to attest or disprove the wisdom of the legislative enactment that gave it an existence. We believe, and we think that the majority of the educators and parents in the state will co-incide with us in this belief, that, looking at the results which have followed, no wiser enactment has ever become the law of our commonwealth. Its organization is simple, reliable and inexpensive. The two highest officers of the state are by statute made members of it, and the remaining three members are appointed by the Executive. The chief expenditure is for the salary of its Secretary, which is not large, considering the nature of his duties and the amount of labor he necessarily performs. Its present Secretary has never shown any delinquency in the discharge of these duties, but, on the contrary, has greatly added to them, much to the interest of the cause of education in the State.

We have always considered the Board with its Secretary a much wiser arrangement than would have been a single State Superintendency. The Board is made directly responsible for all the acts of the Secretary, and is thus required to keep a constant supervision of his labors. In turn he is as directly responsible to them for every official act of his. Indeed, he is but their servant, acting under their direction and advisement.

Whoever has read the Annual Reports of the Board and its Secretary, and has watched the progress that has been made in the educational field in this State through their instrumentality, can but acknowledge the value of their services to the State. But, in face of all their usefulness and honest discharge of duty, there are those who have sought the abolishment of the Board. An effort to this end has frequently been made during the sessions of the Legislature, and we fear that the enemies to all real progress will be found renewing their effort this fall, under the plea of retrenchment! They will argue that we should

curtail every possible expense, in order that we may have means to carry on the war. Such a course has been adopted in the South. The late Legislature of Missouri sequestered the school fund of that State and appropriated it to the arming of troops with the aid of which their traitorous Governor hoped to force the State out of the Union. And throughout the whole of Secessia, the schools have suffered more, if possible, than any other interest. But should it be so with us who pride ourselves upon the institutions established by our Pilgrim ancestors? Surely not, if we call to mind the fact that the establishment of a school was one of their first steps towards laying that foundation which underlies our present prosperity. Next to the inculcation of religion they regarded the culture of the intellect as the great means of securing political freedom. Shall we, then, suffer ourselves to forget this great fundamental truth, and prove our degeneracy by neglecting in the least the great interests of Education?

If our Legislature would retrench anywhere, let it do so by holding a short session. Let its time be devoted to such legislation as is absolutely necessary to the continuance of the State government, and to keep it in its position as one of the foremost defenders of the integrity of our national government. But for the sake of our future prosperity, let no blow be struck at our school system, which under the judicious management of the present Board is proving itself to be one of the best and most liberal in the civilized world. L.

THE CAT AND KITTENS.—I have been watching a family of kittens, engaged in their exquisitely graceful play. Near them lay their mother, stretched at her length upon the flagging, taking her morning nap, and warming herself in the sun. She had eaten her breakfast, (provided by no care of her own, but at my expense,) had seen her little family fed, and having nothing further to attend to, had gone off into a doze. What a blessed freedom from care! Think of a family of four children, with no frocks to be made for them, no hair to brush, no shoes to provide,

no socks to knit and mend, no school-books to buy, and no nurse! Think of a living being with the love of offspring in her bosom, and a multitude of marvelous instincts in her nature, yet knowing nothing of God, thinking not of the future, without hope or an expectation, or a doubt or a fear, passing straight on to annihilation! At the threshhold of this destiny the little kittens were carelessly playing; and they are doubtless still playing, while I write. They have no lessons to learn, they do not have to go to Sunday school, they entertain no prejudices except against dogs which occasionally dodge into the yard; and I judge by the familiar way in which they play with their mother's ears and pounce upon her tail that they are not in any degree oppressed by a sense of the respect due to a parent. Cat and kittens will eat and frolic and sleep, through their brief life, and then they will curl up in some dark corner and die. Here and there, one of their race, I suppose, finds a brief immortality in a fiddle-string, but as cats are not among those who "die with all the music in them," it is doubtful whether they would care to live their lives over again in the hands of the ordinary run of fiddlers.

TIMOTHY TITCOMB.

EDITORIAL MISCELLANY.

THE VERMONT SCHOOL JOURNAL.—Two more numbers will complete the Third Volume of the Journal. And now the question arises, Do the teachers and other friends of education in the State, desire to have it continued? If not, the editors, (though very unwilling to believe the fact,) will, of course, discontinue its publication. We are only the humble servants of all who love the cause of popular education in Vermont and would see it prosper. They have sanctioned our efforts thus far, and many have favored us with a hearty co-operation. And *now individuals* are saying to us, "The School Journal must be sustained," and these are among the most prominent and efficient educators in the State.

One of these friends writes:—"You are right in supposing that I am in favor of sustaining the Journal. My feeling has been, since the meeting at Middlebury, and es-

pecially in view of that meeting and of the prospects for another, that we must rely more on the Journal and less on other agencies for sustaining our work than we have done. The relative importance of the Journal seems to me to be greater now, among the various means for advancing the interests of education, than at any time since its establishment. We have had revival preaching till we need more the labors of the faithful educational pastor."

And such men not only express this favorable opinion and hearty good will, but offer to assume a share of the responsibility—to procure subscribers and prepare articles for the Journal. Now, what we want to know, is, *how many* are ready to render such assistance? These are *war times*, and no publication that does not treat upon the exciting topics of the day, can be sustained except by special efforts. Yet we need more than ever, in full exercise, all the agencies that tend to keep alive an educational interest in the State.

Is there *one* man in each county who feels so much interest in the success of the School Journal that he will offer his aid and co-operation? If so, we should have fourteen active and responsible agents, each interested to have the Journal one of the best of its kind and to give it extensive circulation in his own community. Suppose two men in each County are willing to share this responsibility. So much the better. We call for a response to this suggestion. Who will help us to commence and carry forward the Fourth Volume in the way proposed, and who will become subscribers? Or, who will become its *editors* and allow us to co-operate with them? We shall be happy to hear from our friends,—Teachers, Clergymen, Superintendents, all.

P. S. One Teacher is ready to pledge $25, for copies of the Journal and an article for every other number. A good beginning. Who will do as much?

Ed's. Vt. School Journal:—

In the last No. of the Journal, while speaking of the ses-

sion of the American Institute of Instruction, at Brattleboro,' you make a remark which seems to reflect rather severely upon those invited to represent Vermont on that occasion. In one case, I am personally cognizant that these strictures are undeserved. The circumstances were as follows:

A gentleman received an invitation to deliver an address to represent Vermont on that occasion, and accepted; but, on receiving notice soon after of the time appointed for the meeting, and finding that it interfered with other duties that absolutely required his presence elsewhere, he wrote *immediately* to the Secretary, declining the honor, and giving his reasons as above. This last notice was given early in June. It is to be hoped for the credit of the State, that *delinquent* No. 2 has an equally valid reason for his non-performance.

Yours Truly, Justitia.

We were prompted to make the remark referred to above, by the mortification we felt in view of the fact that Vermont utterly failed to perform her part at the American Institute af Instruction. If "Justitia" had witnessed the feeling manifested at the meeting, in view of the failure, he would have been as much mortified and as severe as ourselves.

Prof. E. C. Krauss, recently teacher of Instrumental Music and the German Language in Glenwood Ladies' Seminary and Editor of the Mathematical Department of this Journal, has received and accepted a call as Teacher in Harvard College, Cambridge, Mass. *Prof. Charles Peters*, a graduate of a German University, fills his place at Glenwood.

As it should be.—The Minister of Public Instruction in France, has published a circular addressed to the Schools and Colleges throughout the Empire, forbidding the use of tobacco and cigars by the students. The reason assigned, "The habitual use of tobacco is a source of physical and mental degeneration."

The Great Comet of 1861.—This comet, continued visible to the naked eye till the 11th of August. Its elements, as calculated from the earlier observations, are nearly as follows:

Passage of the perihelion,	1861, June 11.
Perihelion distance,	78,000,000 miles.
Longitude of the Perihelion,	249 degrees.
Longitude of ascending Node,	279 "
Inclination,	86 "

Motion Direct.

A REGIMENT OF SCHOOL MASTERS has been raised and tendered to the government by *Charles E. Hovey*, Principal of the Normal University at Bloomington, Ill.

TEACHING A PROFESSION.—By a recent act of the Legislature of Illinois, an able Board of Examiners have been appointed to grant certificates to such condidates as are found to be fully qualified for the Teacher's office. The validity of these certificates is perpetual.

FFFECTS OF THE WAR UPON EDUCATION.—At the North our schools are in successful operation. We are not aware that our public schools are less successful than a year ago; our Academies, Seminaries and Colleges, are still quite full,—some of them have nearly as many pupils as ever. But at the South the case is far different. Already five of the most flourishing Colleges have suspended operations; many Academies and High Schools have been entirely broken up; most of the Northern Teachers upon whom the South have depended have returned to their homes; in a word, the educational institutions of the entire South seem to be involved in one common ruin. Even if peace shall be restored, more than one generation will be necessary to repair the waste caused by this wicked rebellion. A fearful responsibility will fall upon its reckless leaders. And its ruinous effects will doubtless fall most heavily upon those who are the most guilty.

PLEASE REMIT.—We very much need, *we must have* the amount due us for the Journal. The small sums due from ribers make a large amount to us.

STRACT OF LECTURES at Middlebury which we pub-

lish, was furnished by E. CONANT, ESQ., acting Secretary of the meeting.

SCHOOL TEACHERS' LIBRARY.—Among the Books which every teacher ought to own, are Northend's "*Teacher and Parent*," and "*Teachers' Assistant*." Price $1,00 each. We will furnish either, with a copy of "*Gleanings from School Life Experience*," for $1.00; sent by mail for $1.30.

Our Schools.—So far as we have heard, our Academies and Seminaries have opened well. St. Johnsbury Academy has 100 pupils; Glenwood Ladies' Seminary 110, of whom 71 are boarders. Mr. Worcester's Ladies' School, Barre Academy, Randolph Academy, and Brattleboro' Academy (for boys,) are also quite full. The exact number of pupils we have not learned. We shall be happy to hear from other schools and report their prosperity. O.

NOTICES OF BOOKS, PUBLICATIONS, &C.

STANDARD FOURTH READER.—We are very favorably impressed with this work from a brief examination. Part I, including *seventy-six* pages, is almost wholly filled with exercises of a thoroughly practical character. Few rules are given, and no questions mar the foot of the page. Part II, consisting of carefully selected reading exercises, extends to page 320; and Part III., an Explanatory Index, with Prefixes and Postfixes, to page 336. Boston; John L. Shorey.

ALLEN'S CLASSICAL HAND-BOOK.—This is intended to provide, in brief, for the student whatever is absolutely essential to him. It embraces Ancient Geography; Ancient Chronology; Mythology, Grecian, Roman and Egyptian; Antiquities, Grecian and Roman; Miscellaneous; Tables; Genealogies. The work is brief yet full, and is published in a handsome style by Swan, Brewer, and Tileston, Boston. 123 pp.

SHEET MUSIC.—*Why Have My Loved Ones Gone?* A Ballad. Words and Music by Stephen C. Foster. 5 pp. Very fine. *Spirit Polka.* Composed by Mrs. E. A. Parkhurst, 4 pp. *The Comet Schottische.* By Thomas Baker, 5 pp. *Union Valse.* Composed by Peter La Crassa. 5 pp. Published by Horace Waters, 481 Broadway, New York.

Atlantic Monthly.—Contents of Oct. No.: Near Oxford, Cyril Wilde, Crawford's Statues at Richmond, Journal of a Privateersman, Concerning People of whom More might have been Made, My Friend's Library, The Name in the Bark, Agnes of Sorrento, Night in a Wherry, Story of To-day, Time's Household, What we are Coming to, Panic Terror, Our Country, The Wormwood Cordial of History, with a Fable of the Front Teeth and the Grinders, by O. W. Holmes. This number is very attractive.

HARPER'S MONTHLY for October.—Boquet's Expedition, by J. T. Headly; Coast Rangers of Cal., by J. Ross Brown; Sporting in Spitzbergen; Olney Farm, by Anthony Trollope; all finely illustrated. Then comes the usual variety of short pieces. The adventures of Philip, by Thackery, Monthly Record of Current Events, Easy Chair, Foreign Bureau, Drawer, and Fashions. A very interesting and readable number.

HOME MONTHLY, devoted to Home Education, Literature, and Religion, and edited by Rev. Wm. M. Thayer. This is a most valuable periodical for the family, just such an one as every christian parent would desire to place before his children. It is varied so as to meet the wants of children, youth, young men and women, and the fathers and mothers. $2,00 per annum. E. W. Childs & Co., Boston.

PETERSON'S LADIES' NATIONAL MAGAZINE.—This popular periodical is very prompt in its monthly appearance, and rich in its usual variety of Fashion Plates, Patterns, Receipts, Engravings, and General Reading.

The Water Cure World.—This valuable little monthly has been suspended, together with the *Water Cure* kept by its worthy Editor, Dr. Blackall. The pressure of the times is the cause. Those who have at heart an earnest desire to benefit their race, are not generally the best financiers, nor do they often have at their command the means necessary to carry out their benevolent plans. But the chief reward of the true Reformer is the consciousness of the fact that he has at heart the best interest of his race, and that the principles he has espoused will at the last triumph, though not till his body is mouldering back to dust. May the Doctor find a field of labor in his Western Home, where a success shall attend him that shall be worthy of the cause of which he is so faithful and honest an exponent.

VERMONT

SCHOOL JOURNAL AND FAMILY VISITOR.

VOLUME III. NOVEMBER, 1861. NUMBER XI.

OUR COMMON SCHOOLS.—THEIR INFLUENCE UPON COMMUNITY. NO. 3.

By reference to discussions in the British Parliament, as late as 1856, we perceive that some English Statesmen do not entertain our views on the importance of educating the laboring classes.

In speaking to resolutions in favor of a national system of instruction, *Mr. Ball* reasoned as follows from his own farming experience. Four families had been employed on his farm.—*Wm. Chapman*, ten years a servant; his own wages thirteen shillings besides a house; he had seven children who earned nine shillings a week. *Robert Arbor*, fifteen years on the farm; his own wages thirteen shillings, six children earned six shillings. *John Stevens*, thirty-three years a servant on the farm, earned fourteen shillings a week; ten children earned twelve shillings, making twenty-six shillings. *Robert Carbon*, twenty-two years a servant on the farm; wages thirteen shillings a week; ten children, ten shillings a week, making twenty-three shillings a week. Here the *children* earned more than two-thirds the amount earned by the fathers. Now he would ask the House, if the fathers were to be deprived of the earnings of their children, how could they provide bread for them? It would be simply impossible! And further, he said, any person at all conversant with agriculture, must know that if the farmer was deprived of the labor of these children, agriculture could not be carried on! There is no machinery by which they could get the weeds out of the land.

And *Mr. Drummond*, in the House of Commons, argues

against a national system of education, in this wise. "And, pray, what do you propose to rear your youth for? Are you going to train them for Statesmen? No. The honorable gentleman laughs at the notion, and so do I. But you are going to fit them to be what? Why, cotton spinners, and pin makers, or if you please, blacksmiths, mere day-laborers. These are the men whom you are to teach foreign languages, mathematics, and the notation of Music. Was there ever any thing more absurd? It really seems as if God had withdrawn common sense from this House."

To an enlightened New England mind, these sober thoughts of English Statesmen seem not only absurd but ridiculous. Yet, they are the opinions of *learned* men, in the middle of the nineteenth century; and they are based upon the assumption that the laboring classes need not, and should not, be educated. We take the opposite ground and maintain that with every material interest of society, the demand of labor upon learning is imperative. The *mind* of the nation is its Capital. Political economists speak of *money* as capital, and sometimes include machinery, tools, flocks, herds, and lands. But what are all these without the producing, directing force which mind alone furnishes? Civilization is only another name for mental and moral progress. How blind, therefore, to the interests of society are those who would withhold from any member of community the advantages of a thorough practical education. Mr. Ball reminded the members of the British Parliament that there is no machinery by which farmers can get weeds from their land. This is not quite true, but once there was no machinery for planting and sowing and gathering crops.

And what has produced the introduction of labor-saving chines, in all the mechanic arts and in all departments griculture? What but the influence of our public ools?

The utility of these improvements is very manifest. he manufacture of pins was commenced in England in

1583, and for two hundred and fifty years that kingdom had the exclusive control of the trade. Yet during all that period no improvement or change was made in the process; while in *America*, the business was revolutionized simplified and economized one half, in *five* years. *Mr Flint*, Secretary of the Mass. Board of Agriculture, stated in his annual report for 1855, "That the saving to the country for improvements in ploughs alone, within the last twenty-five years, has been estimated at no less than ten million of dollars a year in the work of teams, and one million in the price of ploughs, while the aggregate of crops is supposed to have been increased by many millions of bushels." This is only one of the many improvements which have been made in the field of agriculture. With the help of these new implements of husbandry, the *few* laborers will accomplish more in 1861 than the *many* could in 1826. So now, our youth may attend school, and yet our farming interests will not suffer. There is now no branch of manufacture without its appropriate machine. But every machine is the product of mind, disciplined and enlarged by culture.

The steam-engine, the spinning-jenny, the loom, the cotton gin are notable instances of what learning has done for manufacturing industry. According to Chief Justice Marshall's estimate, Whitney's cotton-gin has saved to this country more than one thousand million of dollars. Yet all this is a contribution of science to labor, illustrating the utility and importance of public schools. And can any statesman in any nation, be so stupid as to regard the common laborer as a mere bundle of muscles and bones, with no destiny but ignorance, servitude and poverty?

Science has also contributed with lavish hand to Commerce. It has given her the mariner's compass; it has improved the model for the construction of vessels; has traced out the path of currents in the ocean and brought under the mariner's subjection, wind, tide and steam, so as to make his service available to the merchant, and

through him to every class in community. General intelligence has indeed made all the difference between the commercial world as it was in the days of the old Phœnician navigators, and the present age of steam and lightning. And has improved labor failed to receive its reward? By no means. Within sixty years, the wages of the common laborer in America have increased from seventy-five to one hundred per cent., while the articles necessary and convenient for his use have diminished in value. Indeed, there is no exclusiveness in the benefits which learning confers, and there ought to be no exclusiveness in the enjoyment of educational privileges. Mr. Drummond's opposition, in the House of Commons, to a national system of education, was based upon the false notion that the best condition of society contemplates facticious distinctions of birth and fortune. But we reject this theory with contempt. The question with us is not from what family or class shall the pin maker be taken. Our theory is, educate the *whole* people. Our public schools will develop every variety of talent, taste and power; and these qualities will direct each man to his own proper position in society. If the son of a blacksmith becomes a statesman, it is because statesmanship needs him and he has qualities answering its demands. And if the son of a statesman only reaches the condition of a common laborer, it is because he has found his appropriate sphere, and the world will be the better that the position of each was assigned by Providence and not by the arrogant claims of Aristocracy. This view of our subject, with its practical application, tends to break down all unnatural distinctions among men, and to render labor of every sort and among all classes, acceptable and honorable. This is as it should be; but universal education is the only agency that could mould society into this form.

Ignorance is the degradation of labor, and where the laboring class are ignorant their vocation is shunned and often despised by those who claim more intelligence. The

result is, society divides itself into two classes, and an aristocracy is at once created. The dominant class will possess the property, administer the government, and give to social life, its laws. The servile class have little besides physical force to promote their own comfort or to contribute to the general prosperity. Hence, they are compelled to submit to whatever may be required of them.

All this is the fruit of ignorance and all these evils may be removed by the influence of common schools.

But *we* have not yet attained to the end in view. Our common schools are not sufficiently elevated to answer the demands of the whole community. Mr. Everett once said, "I send my boy to the public school because I know of no better." These schools should he so complete in their organization, so well provided with books and apparatus, so attractive and under instruction so efficient, that no private school of the same grade could exist in any part of the State. And we do not yet sufficiently realize the necessity of educating each *individual* in the State. It is of great importance to the rich and the poor, that all should enjoy equal advantages. We should, therefore, not only make ample provisions for their instruction, at public expense, but see to it that every child in every district is brought into the school and kept there until he is thoroughly educated. In view of our subject as presented, how great and important is the work of public instruction. What a weight of responsibility rests upon those who superintend its interests. How earnest should *we* be, who have charge of the higher Institutions in the State in which the Teachers of our common schools must be educated, and with what fidelity should these candidates for the high office, labor to qualify themselves for their important duties and in the service of practical teaching. O.

Men will wrangle for religion; write for it; fight for it; die for it; any thing but *live* for it.—[Colton.

WRITING AS A MEANS OF CULTURE AND INFLUENCE.

"To be accurate, *write;* to remember, *write;* to know thy own mind, *write.*"

Writing is a sure test of knowledge. It points out its defects. It rescues ideas from the chaotic state in which they too often float in the mind, and gives them a distinct reality. It not only does this, but it multiplies our ideas. It stimulates us to think. As we write, thought gives birth to new thoughts. Who of us ever sat down to write upon any subject, without rising up with thoughts portrayed in ink that he little dreamed of when he sat down? There is no source of culture, after reading, which must precede and accompany it, at all equal to it. The *two* linked together by earnest thought, form the mighty engine that overcomes the inertia of the mind and applies the irresistible force that moves it to the conception of ideas that burn.

In our day and country, he that would sway the multitude, must write. The orator may fascinate, for the moment, an American audience; but afterwards, in their cooler moments, they demand that his arguments be written out, so that they can carefully weigh and analyze them in the quiet of their own households. If they can withstand this test, it is well; his power is acknowledged.

Again, the person who can write well, may influence generations to come; so herein is his superiority to the speaker, also. And what a field for usefulness is opened here! To show how well it has been cultivated by some, we but instance a Washington Irving, or a Mrs. Sigourney. Who can estimate the influence for good, now ex- [illegible] the latter? All may not equal her, but all may [illegible] the talents they have in this direction.

[illegible] portance of this acquirement in a business point [illegible] ought to convince every one of the necessity of [illegible] attention being given to instruction in it, in our

common schools. We say *common schools* rather than schools, because in his early years must one begin to write, if he would ever become a ready writer. Need we any stronger proof of the truth of this assertion, than the strong reluctance on the part of the great majority of men, to attempt to put their thoughts upon paper? They may converse readily and even eloquently, but put a pen into their hands, and how suddenly do their thoughts cease to flow. We can do nothing well or easily, without much practice therein. Had these bunglers in the use of the pen been early taught how to use it, and that to write is merely to trace in ink upon paper the very words they would use in intelligent conversation upon the same subject, and had they practiced the use of the pen as persistently as they have the art of conversation, for both are arts simply, they could now write with the same freedom and ease that they converse.

In this article it has been our purpose merely to call attention to this subject. But how to correct the evils that result from the neglect of instruction in it, is a question not easily answered. We would invite some of our practical teachers to an expression, through the pages of the Journal, of their views upon the best method of teaching the art of composition. L.

RESIGNATION.—How calmly do those glide through all, even the roughest events, who can but make a right estimate of the happiness, as well as the virtue of a governable will, resigned to God's. How does it enervate and enfeeble any calamity! nay, indeed, it triumphs over it, and by that conjunction with Him that ordains it, may be said to command even what it suffers. It was a philosophical maxim, that a wise moral man could not be injured, could not be miserable. But sure it is much more true of him who has that divine wisdom of Christian resignation, that twines and enwraps all his choices with God's; and is neither at the pains nor the hazards of his own election, but is secure unless Omniscience can be deceived and Omnipotence defeated, that he shall have what is really best for him.—*Palmer.*

PRAYER FOR THE UNION.

A land of law and Gospel peace,
Of richest fruits and flowers—
God's Eden of the Western World,
What land so blest as ours?
How shall we prove our grateful thanks
To thee, O bounteous Giver!
Whose own right hand hath made us one,
By lake and gulf and river?
Lord! write this law on every heart:
"*Our Union, now and ever!*"
For thou hast taught us through thy Son,
That those whom thou hast joined in one,
No human hand should sever!

The hero-souls, whose prophet-dreams
Shine out in classic story,
Find here, at last, the "promised land"—
The shrine of Freedom's glory.
Our hallowed flag of Stars and Stripes,
What mem'ries brighten o'er it:
Lord! write this law on every heart:
"*Our Union! now and ever!*"
For thou hast taught us through thy Son,
That those whom thou hast joined in one
No human hand should sever!

The serpent crept in Eve's pure heart,
And by his cunning won it:
Woe, woe! unto Eden land—
The serpent's trail is on it!
A million hands, by madness nerved,
Would strike the common mother:
A million souls cry out for blood—
The blood e'en of a brother?
O God! to whom our fathers prayed,
In bonds of sweet communion,
Stretch forth thy strong, Almighty Hand,
To still this tempest in our land,
And save our blessed UNION!

—*N. Y. Evening Post.*

REMORSE.—Let the virtuous remember, amidst their affliction, that though the heart of a good man may bleed even to death, it will never feel a torment equal to the rendings of remorse.—*Man of the World.*

"A SCHOOL, OR SOME SORT OF A CEMETERY."

Not long ago, we were riding with a friend, who is, we suspect, a near connection of Mrs. Partington. As we passed a fine old estate, our friend remarked, "Mr. So-and-so has purchased that place." "What is he going to do with it?" we inquired. "O, he is going to establish *a school, or some sort of a cemetery.*" We quietly smiled at the grave blunder of our friend, and dropped the subject. But soon the words came back to mind, and we found our self silently uttering "*a school or some sort of a cemetery!*" These words rang in our ears, as we passed at night into dream land, and again when our eyes welcomed the new-born day. As we entered the school-room, at the wonted hour, and looked upon the scores of young people intrusted to our care, again and again recurred the now familiar words, "*a school, or some sort of a cemetery!*" Is this a cemetery, we mentally asked, and if so, who, or what, is buried here? and who is responsible for the burials? If this be a cemetery, what is *our* office here? Are we doctor, or sexton, or pall-bearer, or chief mourner?

We have soberly meditated upon the possible connection between schools and cemeteries, and have been endeavoring to ascertain in what respects schools can be cemeteries. Here are a few skeletons of the conclusions reached. May the dry bones of a valuable subject, thus hastily dissected, not be quite devoid of interest.

A school may be a cemetery for *dead intellect.* When words are taught with little or no reference to what they signify; when memory is cultivated at the expense of thought; when a child's inquiring spirit is checked by unnecessary restrictions and formalities; when the majority of the mental faculties are uncultivated, or wrongly directed; when the school work is permitted to become a lifeless round of drudgery; then, indeed, is the school a gloomy cemetery. Alas, how many ghosts of deceased intellects have pedagogic Charons driven across the mental Styx with birchen sticks. On the tombs of how many

dead minds might truly be inscribed, "*Died of a School-master!*"

A school may be a cemetery for *dead ambition*. It is natural for people, young and old, to desire to excel. As the man commonly strives to surpass his fellows in wealth, style of living, and position in society, so the child is eager to outdo his companions in his sports and his studies. Each wishes to possess the swiftest sled, the fleetest skates, the most soaring kite, the stoutest arm, and the lightest foot. So in the world of school-life, each one naturally loves to stand above his mate. He takes an honorable pride in excelling. The spirit of ambition implanted in his nature prompts him to aim high. But when he sees, as is too often the case, that his earnest efforts to do well are unappreciated; that he is misunderstood, or misrepresented; that some unfortunate defect of person or address, which he cannot remedy, is constantly operating to his disadvantage; that the prizes of rank, or other rewards, are borne off by those whose efforts have not been so vigorous and patient as his own; then his ambition dies out, and the school becomes its burial place.

A school may be a cemetery for *affections, good feelings and generous sentiments*. Children love to be beloved. They run instinctively to those who exhibit a kindly disposition. The affectionate parent is almost sure to have loving children. So the kind teacher commands the grateful affections of his pupils. They love to meet him; to listen to his instructions; to conform to his wishes. They draw sweet pleasure from his approving smile; while his stern look is to them the severest of rebukes. In the school of such a teacher, all the loving and lovable qualities of the heart flourish and blossom. But it is far different in the school of him who governs, not by love and kindness, but by force and fear. Savage looks, loud commands, bitter invectives, sneering taunts, senseless reproaches, again and again have crushed the life out of young hearts. How often has the hard-faced master reck-

lessly caused the swelling tears to flow, and the trembling limbs to quake! How often has the child, who would gladly have loved his teacher, been driven to hate him with a bitter hatred. Who can tell how much love, how many noble feelings, have been buried in the school-room!

The school may be a cemetery for *dead truth and honor.* When a teacher fails to be impartial towards his pupils; when he influences them by mean motives; when he frightens them into falsehood through fear of punishments; when he attempts to deceive them by false pretenses to knowledge that he does not possess; *when he deliberately trains them to cheat the public by seeming to know more than they do know,* he surely is the murderer of truth and honor; and his school is their burial ground.

A school may be a cemetery for bodily *health and vigor.* The wasted forms, the pale cheeks, and the nervous movements of many a scholar tell the tale of health sacrificed on the altar of emulation. Children of feeble constitutions and nervous temperament, fitter objects of care for a doctor than for a schoolmaster, engage in the struggles and rivalries of school life. The very delicacy of their physical condition not only makes them over-anxious about their success, but gives them, oftentimes, a clearness of comprehension, and a facility of acquisition, which delights the teacher, and too frequently prompts him to urge them onward far beyond their strength. To such children especially, the school may become a sepulchre.

Lastly, the school may be a cemetery for *the faithful teacher.* The self-sacrificing labors of many teachers have borne them early to the grave. "Faithful unto death," they have obtained the "crown of life." The conscientious teacher, who appreciates the vastness of the responsibilities that weigh upon him; who looks upon each pupil as a God-given trust; whose standard of duty is planted high above the low grounds of selfishness; who values success in doing God's work as infinitely superior to

personal emoluments, and fame, and life itself; — such a teacher is too apt to pay but little regard to the just claims of health, and, sooner or later, passes prematurely to the world of spirits. To such a one—and such we have known—the school is a cemetery indeed, but one embowered with the evergreen trees of affection, and written all over with grateful epitaphs by loving children.

Mass. Teacher.

THE CONJUROR AND THE YANKEE.—Anderson, the wizard, met with a Yankee, who stole a march on him one day after the following pattern: [*Enter Yankee.*]

"I say! are you Professor Anderson?"

"Yes, sir; at your service."

"Wa'al, you're a tarnation smart man, and I'm 'somethin' at a trick, too; kinder cute, deu you know?"

"Ah, indeed; what tricks are you up to?" asked the Professor, amused at the simple fellow.

"Wa'al, I can take a red cent, and change it into a ten dollar gold piece."

"Oh, that 's a mere slight-of-hand trick; I can do that, too."

"No, you can't. I'd like to see you try."

"Well, hold out your hand with a cent in it."

Yankee stretches out his paw with a cent lying on it.

"This is your cent, is it, sure?"

"It's nothin' else."

"Hold on to it tight—Presto! change. Now open your hand."

Yankee opened his fist, and there was a gold eagle shining on his palm.

"Wa'al, you did it, I declare; much obliged to you," and Jonathan turned to go out.

"Stay!" said the Professor, "you may leave my ten dollars."

"Yours! war n't it my cent; and did'nt you turn it into that 'ere yaller thing, eh? Good bye!" and as he left the room he was heard to say, "I guess there ain't anything green about this child."—*Ibid.*

HOME AND SCHOOL,

Home and school are needed to complete education, and though we believe home insufficient by itself, home never ought to be superseded, and never can by any substitute be replaced. We are far from wishing to turn the holidays into an eternal grind, or the conversation of parents into a wearisome lecture. "I wish to make a friend of my son," is a common phrase in the mouths of kind fathers. Be it so. But for this purpose it is safer that the father should raise his son to his own level than sink himself to that of the boy. Conversation, betokening confidence and the admission of something like equality of intellect, gives the keenest delight to the opening intelligence of boyhood, and implies a flattery that is delicious, that stimulates and elevates, but does not intoxicate. The opportunities which may be thus obtained to improve the taste, correct the judgement, and raise the moral standard, are incalculable. By such means true manliness of character is formed, and not by encouraging boys to assume the airs and exercise the freedom of men while they are treated with the indulgence of overgrown babies. There can be no objection to a father's showing sympathy with his son's amusements, or even participating if he pleases in his games; but to gain and keep the desired friendship, the true course is to raise his son to the rank of a friend rather than lower himself to that of a playfellow. Above all, let him act as to a friend, a rational and intelligent one, explain to his son his wishes and circumstances. If he desires the boy should exert himself, and still more, if the necessity of earning a livelihood make exertion indispensable, let him say so strongly and plainly. We would by no means be always forcing upon a boy the motives of mature life; but these are matters of moment which should not be concealed, and which the majority of boys are capable of feeling acutely. Nature abhors labor without a motive; and if a boy has not the hope of distinction to stimulate his industry, if he has no taste of his own to

gratify, no special object to attain, and no hope of giving pleasure to his father, what but idleness can be expected of him? We are firmly persuaded that, if the average of attainment among the youth who come out in life is low, one very principal reason is that in the mass of society there is no general sense of the deficiency and no desire to raise the standard. We know of no object more deserving the deepest compassion than the anxious painstaking father, who, in spite of every effort and every precaution, sees the child of many hopes and of constant prayers, go astray and plunge into hopeless ruin. But if a father has left his son's early education to chance; if in choosing a public school he has looked only to the prospect of making great acquaintances, a speculation as foolish as it is mean, for school friendships are of value only between those who will be thrown together in after life; if on all occasions his fondness shows itself in pampering habits of self-indulgence; if he vaunts his own aversion to study and his contempt for book-worms, and with eyes twinkling with pleasure expresses his fears that his son "is a chip of the old block"—an apprehension which is echoed in a most cheering tone by applauding friends; if he encourages his son to form tastes beyond his income, nor ever gives a check or hints a caution till he finds inconvenint calls are made upon his pocket; what wonder if the hopeful youth goes up to the university equally unfit in disposition and in acquirements for the profession, whatever it may be, for which he is destined? And if, moreover, he spends as much in a couple of terms as had been laid by for the whole university course, who is to blame but the foolish father, who having brought his son up on turtle soup, is surprised that the young prodigal will not relish Spartan black broth, and rails, accordingly, at the perversity of human nature, and the laxity of university discipline?—*London Quarterly.*

Reason is a very light rider and easily shook off.—*Swift.*

METHODS OF TEACHING SPELLING.

There is no one fault in our schools and in community, so prominent as bad *spelling*. And no doubt the cause is found in the deficiency of *primary* Teachers. Suggestions, therefore, as to the methods of teaching spelling may be of service to those who have had little experience. I may here remark that no *one* method can be safely adopted. The teacher must seek variety in order to fix the attention and keep up an interest in the exercise. So far as there are fixed rules for spelling, they should be understood and followed by the pupil and the exceptions carefully attended to afterwards. In all cases, regular spelling lessons must be assigned and studied. I would not confine the pupil to the spelling book, but often select words from other lessons assigned in the different departments of the school, always having in view the practical results in life. Those words should have the first attention which are the most in use, and they are more likely to be remembered, if taken in their proper connection in a sentence, than from a spelling book or dictionary. Defining should always be taught in connection with spelling, and also pronunciation and accent with the proper division of words into syllables. In oral spelling, care must be taken to pronounce the word correctly and the pupil should never be allowed to make more than one trial on the same word. If allowed to *guess* several times, he will take no pains to *know* how to spell it.

Oral and written spelling may both be practiced, but the written should always have the preference, if but one is allowed. In oral spelling the word should be pronounced but once by the teacher, and then repeated by the pupil or class. This will secure attention and make it sure that the word is understood. Sometimes the *class* may spell a word, each giving a letter in its order, or pronouncing a syllable when finished. For instance, take the word *Journal*. In rapid succession the pupils spell thus, —J-o-u-r—jour—n-a-l—nal—Journal. A class of ten

would spell and pronounce this word as rapidly and correctly as one, and with much more interest.

Another method is recommended. Let twenty words, more or less, be dictated by the teacher and written on slate or paper by the class. If there is time, it is well to have the pupils exchange slates and mark the words which they suppose to be spelled wrong. And it would add to the utility of the exercise, if they were required to incorporate each word into a sentence, which shall illustrate its meaning and show its use. And for variety, it is well sometimes, to require the class to pronounce and spell the words in their order, in a whole sentence, each pupil spelling one word as it comes his turn. In this way, sentences as well as words, are brought before the mind and made familiar. I would always hold the *class* responsible for the accurate spelling of every word. I would not pronounce the word the second time, but, if misspelled, proceed to give out the second word, and if the mistake is not noticed and corrected, hold the whole class responsible. In a short time, this process would secure the undivided attention of all, which is a result greatly to be desired in every school exercise.

And finally, every teacher should rely much upon written compositions to secure the habit of correct spelling. This exercise should be required of all pupils who can write, and for other reasons than simply to learn to spell. Yet it is the most effectual method of teaching spelling. It is the only practical application of the art. We want accurate spellers because we want accurate writers. And I have known persons who were well nigh perfect *oral* spellers, who could not *write* a page without misspelling more or less words.

Let every teacher in our common schools give much attention to this exercise, if he would discharge his duty. Then we should not be obliged to teach spelling in our

higher Seminaries, nor mortified by so much ignorance and carelessness on this subject. H.

We hope the suggestions made in the above, will call forth other articles on the same subject. EDITORS.

WHAT SHALL WE EAT? No. III.

Some ten years have glided quickly away; and we find our friend Lizzie in a house of her own: not a city home, surrounded with the elegancies and luxuries which the wealthy denizens of the city gather to themselves, but a plain, yet tasteful country residence. The husband, an intelligent, well educated farmer, though with limited means, finds time each year to add something to the attractiveness of the homestead. Here a tree, and there a flowering shrub, set, not in formal rows, but with an artistic eye to the beautiful, lend a charm to the grounds surrounding the house which stands far back from the highway, half-hidden by honey suckles and climbing roses.

"We will do what we can to make home pleasant to our children," he said to Lizzie, "then they will have fewer temptations to seek pleasure elsewhere."

And she—was she doing her part in this good work? Perhaps we can better judge, if we listen to the conversation going on in the neatly arranged and airy family-room on the "sunny side" of Elmwood cottage. Cousin Emma is Lizzie's guest now.

"I confess, Lizzie, that curiosity was one of the motives which induced me to visit you at this busy season. I wish to see how far you are able to put in practice your theory with regard to food, cooking, etc. And firstly, I want to know if your husband and his farm hands are content with bread and butter and coffee for breakfast?"

"I have never quite tried the experiment. Perhaps those who labor hard with their hands, require *more* food than those who exercise the brain principally; but you will see that all our meals are simple affairs, compared

with the ones my mother used to labor so hard to prepare. I make it a rule always to have excellent butter and good, light, sweet bread, both of fine and coarse flour; and we rarely eat warm cakes at any time. Toast occasionally, and soft boiled eggs frequently, give variety to our plain, but wholesome breakfasts. The castor fills its old place, but our own family never use its contents, except, perhaps, now and then a little vinegar as a relish for some dishes."

"But you eat pies and puddings for dinner, don't you? I know father used to say it would be better for us to dispense with desserts altogether."

"Fruits from our garden, fields and orchards, almost always, in their season, make our dessert. When we cannot have these, we sometimes eat plain puddings, very rarely pies, and often make a very good dinner without any dessert."

"You are not vegetarians." "No, we eat beef, mutton, fowls, and fish of almost every kind. Then we are careful to cultivate the best varieties of garden vegetables, so that our table is never scantily furnished; and to us, with the keen appetites which health gives, it does not lack variety."

At this moment Henry and Ella came bounding into the room; the one bringing a hatful of "pooty stones," nuts and mush-rooms; the other, an apron full of Autumn leaves, with here and there a late flower. Lizzie did not say,—"Take away those dirty things, you'll litter the carpet all over;" but to their "O, mama, see this!" and "O, mama! what 's that?" she kindly replied, "Mama is busy now, but take them to the nursery, and in half an hour I'll come and tell you all about them."

As they went out, Emma said,—"I suppose you attribute the high health and fine spirits of your children to their manner of living, do you not?"

"With the blessing of God, to that, certainly; if in manner of living you include frequent baths, or rather

washings of the whole person, with plenty of exercise in the open air. Their third meal is bread and milk, and they never tire of it the year round; they never taste of tea or coffee, and therefore never think of wanting it."

"Do you allow them to eat between meals?"

"At ten, or half past ten, they have a light lunch, bread and butter with, perhaps, an apple. They eat heartily at dinner, and take nothing after before their early supper."

"One more question. Don't you prepare extra dishes for company?"

Lizzie laughed, as she replied, "Are you afraid you will fare hard with us?"

"No, oh no! I did n't mean that, you know I don't wish to be considered company."

"Well, then, for chance guests, or friends who come to stay with us by invitation, I make no change in my table. If I invite company, make a party for instance, I *do* prepare extra dishes; but I dare to be so unfashionable as to leave out some dishes which it is customary to provide; but which I know to be unhealthy. I strive to give the impression that the object of such gatherings is social enjoyment, and not the gratification of the palate."

"Well, cousin, if, after stopping with you awhile, I find your practice works as well as your theory indicates, I shall go home and test it in my own family." M. E. L.

Religion and Hypocrisy.—It is one thing to take God and heaven for your portion, as believers do, and another thing to be desirous of it, as a reserve when you can keep the world no longer. It is one thing to submit to Heaven, as a lesser evil than hell; and another thing to desire it as a greater good than earth. It is one thing to lay up treasures and hopes in heaven, and seek it first; and another thing to be contented with it in our necessity, and to seek the world before it, and give God that the flesh can spare. Thus differeth the religion of serious christians, and of carnal worldly hypocrites.—*Baxter.*

A PARSING LESSON.

There must needs be some way of doing whatever is done. I propose to show in this article, how I would like to have a lesson in parsing recited. The lesson supposes some progress in the study of English Grammar, but not greater than is within the reach of most pupils in our common schools.

I select for a lesson a passage from Isaac Walton's Life of Mr. Richard Hooker. Walton reports Bishop Sandys to have said: "I will have a Tutor for my son, that shall teach him learning by instruction, and virtue by example."

After reading the lesson aloud, pupil No. 1 begins as follows:

I is a pronoun, represents the speaker as a subject, personal, com. gend., first person sing., nom.; declined sing., nom. I, poss. my or mine, obj. me, ind. me or I; plural nom. we, poss. our or ours, obj. us, ind. we; and subject of will have. "The subject of a finite verb must be in the nominative case."

Quest. Distinguish between personal and relative pronouns? Ans. The personal pronouns refer always to an object directly or to a noun, while the relative pronouns may refer to a pronoun as well as to a noun, and may not refer directly to an object. Quest. Distinguish between the personal pronouns of the first and second persons and those of the third? Ans. The pronouns of the first and second persons refer always, or generally, to the person represented, not to a noun; while the pronouns of the third person refer, generally, to a noun, though sometimes to the person or thing directly. Quest. Distinction in the use of my and mine, our and ours? Ans. My and our are used when the limited word is expressed, mine and ours when the word limited by them is understood.

[Pupil.] *Will have* is a verb from to have, means to hold as property or to possess, irregular; prin. parts, have, had, had; transitive, active, indicative, future, first, singular, and agrees with I. "A finite verb must agree with its subject in person and number."

Quest. Tense signs of the verb in the active voice indicative mode? Ans. Pres. the root, past—*ed* in regular verbs, in irregular verbs commonly a new root, fut. shall or will, pres. perf. have, past perf. had, fut. perf. shall have or will have. Quest.

What is a transitive verb? Ans. A transitive verb is one which, in its simple forms, i. e., its forms uncompounded with the verb to be, requires an object to complete its meaning. Quest. Account for the irregularity of the verb to have? Ans. The verb to have is said to be irregular by contraction—haved equals ha(ve)d, equals had.

[Pupil.] *A* is a definitive adjective, called also an indefinite article, means one, and belongs to Tutor. "Adjectives belong to nouns which they qualify or define."

Quest. What other form has a, and when is each used? Ans. An, which is used before a word beginning with a vowel sound; while a is used before words beginning with a consonant sound. Quest. Which is the older form, a or an? An; the n is dropped before a consonant.

[Pupil.] *Tutor* is a noun, means teacher, com., masc., third, sing.; s. Tutor, p. Tutors, objective, and governed by will have. "Transitive verbs in the active voice govern the objective case."

Quest. Account for the capital in Tutor. Ans. Tutor is an important word in the sentence, and, as such, may begin with a capital. Quest. State the difference in use between tutor and teacher? Ans. Tutor is applied to persons who give private instruction to youth of distinction, and to instructors, in colleges, of lower rank than professors. Teacher is applied to persons who instruct in schools of a lower grade than colleges, and who instruct pupils in private life. Quest. Derivation and primitive meaning of tutor? Ans. Tutor is derived from the Latin tueri, to defend; and is so a guardian or defender. [Rem. And well may he be so called, who is a faithful teacher, for a man's surest safeguard and defence is to have attained to habits of dilligence, in the acquisition of knowledge, and in the practice of virtue; and he who promotes such habits is indeed a defender.]

[Pupil.] *For* is a preposition, means to be over or in charge of, and shows the relation of son to Tutor. A preposition shows the relation of its object to the word on which the latter depends.

Quest. Radical meaning of *for*? Ans. Going, and may be to an object or from a cause. Quest. Mention some word or words of the same derivation as for. Ans. Fare, to go; fare on

a rail road, that because of which you may go; fare at a hotel, that in the strength of which you go.

[Pupil.] *My* is a personal pronoun, denotes the speaker as a possessor, *com., first, sing., poss., and is governed by son. "A noun or pronoun in the possessive case, is governed by the noun which denotes the thing possessed."

Son is a noun, means a male child, common, masc., third, sing.; s. son, pl. sons, objective, and governed by for. "Prepositions govern the objective case."

Quest. Why the comma after son? Ans. A comma is placed before a relative clause, when it is explanatory of the antecedent or presents an additional thought.

[Pupil.] *That* is a relative pronoun, relates to Tutor for its antecedent, and connects the clauses of which will have and shall teach are the verbs, masc., third, sing. "A pronoun must agree with its antecedent in gender, number, and person.' Nom., and subject of shall teach. "The subject of a finite verb must be in the nominative case."

Quest. How is that declined? Ans. That is indeclinable. It is used in the nominative and objective cases and in both numbers without change of form. It has no poss. case, but the poss. of who is used instead. Quest. Of what parts of speech is that? Ans. That is a relative pronoun, a demonstrative adjective pronoun, or a conjunction. It is a relative pronoun when it represents some preceding noun or pronoun, sentence or clause; a demonstrative adjective, when it points out and belongs to some following noun, expressed or understood; a conjunction, when it stands for and introduces a sentence following it.

[Pupil.] *Shall teach* is a verb from to teach, meaning to aid or cause to learn, irregular; prin. parts, teach, taught, taught, transitive, active, indicative, future, third, singular, and agrees with that. A finite verb must agree with its subject in number and person.

Quest. Derivation and meaning of teach? Ans. Teach is from take, and is causative, to cause to take; it pertains not to the physical but to the intellectual and spiritual, to cause the mind to

*I am aware that many will declare I and my to be of masculine gender.

take. [Rem. To teach, then, is not to fill the mind as a vessel, but to cause the mind to reach forth and take for itself.]

[Pupil.] *Him* is a personal pronoun, denoting a male person spoken of as an object, masc., third, sing., nominative; nom. he, poss. his, obj. him, ind. he, and governed by to understood. "Prepositions govern the objective case."

Quest. How will you show that him is governed by to? Ans. By transposing thus: Shall teach learning (to) him.

(Pupil.) *Learning* is a noun, means knowledge gained by study and instruction, common, participial, neuter, third, singular, plural wanting, objective, and governed by shall teach. "Transitive verbs in the active voice govern the objective case."

By is a preposition, means through means of or making use of, the primary sense is near, shows the relation of instruction to shall teach. "A preposition shows the relation of its object to the word on which the latter depends."

Instruction is a noun, and means a leading of the mind to obtain knowledge, common, neut., third, sing., s. instruction, pl. instructions, objective and governed by by. "Prepositions govern the objective case."

Quest. Derivation and etymological meaning of instruction? Ans. Instruction is derived from the Latin *instruere*, and signifies building within. [Rem. Here is expressed the method of all true teaching. It is building or rather causing to build within. Doing this implies two things: 1st, a knowledge of the pupil's mental power, and of the methods by which he comes to know, and may best come to know, the *certainty* of the things studied. This can be acquired only by carefully analyzing the subject taught, clearly perceiving and definitely stating, to one's self at least, the modes of presenting the subject, and by a watchful observance of results in the actual progress of pupils. The power to do this implies the second thing referred to above, which is a constant searching out, on the part of the teacher, of the methods by which he himself came to a certain knowledge of the things he teaches.]

(Pupil.) *And* is a conjunction, means add, and con-

nects the phrases, learning by instruction, and virtue by example, of which learning and virtue are the principal words. "Conjunctions connect sentences and like parts of a sentence."

Quest. Why is and preceded by a comma? Ans. Phrases and clauses, in the same construction, are separated by a comma from each other, and, when the sentence is incomplete, from what follows.

(Pupil.) *Virtue* is a noun, means moral goodness, com., neut., third, sing.; s. virtue, pl. virtues, objective, and governed by shall teach. "Transitive verbs in the active voice govern the objective case."

Quest. Derivation and primary meaning of virtue? Ans. Virtue is derived from the Latin *virtus* which is from vir, whose primary meaning is strength. [Rem. How true the declaration of this word, that moral goodness is strength!]

(Pupil.) *By* shows the relation of example to virtue, otherwise is parsed as before.

Example means a copy or pattern, and is parsed like instruction.

Quest. Derivation and primative meaning of example? Ans. Example is from the Latin *exemplum*, and is something taken out from a mass as a specimen. [Rem. Set out, as specimens of manly performance, are the acts of the teacher before the child. How careful should he be whose acts are the patterns which so many will imitate!] E. C.

OUR GOVERNORS.

The perilous times that have come so suddenly upon our country, have taxed, unprecedentedly, the executive abilities of the Governors of the free states. The people of these states have great reason to be proud of the faithfulness, zeal and integrity which they have evinced in the discharge of their sacred trusts.

Our own Vermont was very fortunate in having for Governor a man of very large financial experience with business men throughout the country, and also of tried

christian integrity. His successor, too, gives promise of the same unostentatious, devoted and faithful attention to the interests of the State and Nation. The farewell address of the former is a simple statement of his acts since the special session of the Legislature. The opening address of the latter is as simple a statement of the financial interests of the State, with a few modest recommendations as to the policy he would be pleased to unite with the Legislature in carrying out.

We subjoin the closing remarks of each. L.

Gentlemen of the Senate
and House of Representatives:

In retiring from the arduous duties of the political year now closing, I desire to express through you, to the citizens of Vermont, my high appreciation of their confidence and patriotic co-operation in carrying into execution the important measures required by the acts of the special session, and to assure you that I shall carry with me into private life, a sacred devotion to the interests of the State, and to the cause of our common Country.

You, gentlemen, are called to deliberate upon measures more important and vital to the interests of the State, and the Country, than any which have ever before occupied the attention of the General Assembly; requiring your patient, careful and dispassionate deliberation.

May an All-wise Providence guide you; and may our Heavenly Father interpose to deliver our beloved Country from its present calamity, and from the perils which threaten it, and restore to it again the blessings of peace, union and prosperity.

ERASTUS FAIRBANKS.

Senators and Representatives:

Life at the present time is to us indeed a sacred and important trust. Responsibilities of the gravest character fall upon the American citizen in this hour of the Republic's trial. Doubtless we are to be sifted and purified by the trials through which we are passing, to be purged from the dross engendered by a long period of peace and prosperity, to prize more fully the blessings of constitutional liberty, and feel and give expression to a purer and more earnest love of country, and a more defined and em-

phatic nationality of view and sentiment than we have heretofore experienced. Let us, then, trusting in the God of our fathers, courageously welcome the trials that are to prove of what stuff our manhood is made. Let us collectively move forward in concord and unity for the defence of our Country, and individually do our whole duty, as it becomes citizens living under the most beneficent Government the world has ever seen. We are not permitted to lift the veil which conceals the future, nor can we fathom the deep designs of the Almighty in the events now transpiring in our country. But we will not doubt that his overruling Providence is with us now as with our fathers of old, and in these events is

"From seeming evil still educing good."

FREDERICK HOLBROOK.

THE LEGISLATURE AND EDUCATION.

The Committees on Education are as follows: in the Senate,—Messrs. Woodward, Stevens and Morgan; in the House,—Messrs. Ranney, Tabor of Concord, Balch, Hallock and Warren. In the hands of these men we have great confidence that the cause of education will be, if not safe from the designs of its enemies, at least carefully looked after. As indicated in a former article, we feared that efforts would be made to undermine the steady progress towards the right that our educational system has been pursuing under the able and wise direction of our Board of Education and its Secretary. Early in the present session, a bill was introduced by Mr. Thomas, withdrawing all pay from the Board and its Secretary, being intended to effectually kill the usefulness of these officers. We cannot believe that it will pass. It is too sweeping. Among those who have been trying to weaken the confidence of the public in Secretary Adams, we notice that J. Q. D., the Montpelier correspondent of the Rutland Herald, stands prominent. He can scarcely write an article without some underhanded fling at the Secretary. It is a shame that our press should so freely indulge in efforts to disparage the

usefulness of public officers. Gov. Holbrook thus speaks of the Board of Education, in his Message:—

"Our free institutions are based upon the virtue and intelligence of the people. They cannot stand upon any other foundation. Hence the education of our youth is entitled to rank among the first objects of legislative attention. The plan of placing our educational system under the special agency of a Board of Education, appears to be wise, and the operations of the system thus organized seem to have been sufficiently successful to warrant an undisturbed continuance. The zeal and ability with which the Secretary of the Board has discharged his laborious duties are honorable to him, and worthy of our respect and approbation."

There are also before the Legislature, bills making the entire support of schools upon the grand list obligatory, compelling all children of a certain age to attend school a certain portion of the year, and providing for some other slight changes. We hope to be able to chronicle in our next number that, while Vermont shall prove herself to be among the foremost in her efforts to aid in maintaining the integrity of our Union, she has not lost sight of the great truth that a liberal christian culture lies at the foundation of its permanency. L.

EDITORIAL MISCELLANY.

The Vermont School Journal again. We have received several letters from Teachers and others expressing a very decided interest in the Journal. As specimens we will quote from three of them. The first is from a female Common School Teacher. "I send you my remittance at this late hour through mistake, and not because I would withhold the little aid I can give to carry forward this great and important work. The Journal is doing much for those who read it, and no Common School Teacher can afford to be without it. *We must sustain it.* I send you pay for the passing year and *the year to come,* and think I can procure more subscribers." One happy result of the last year's efforts has been the new interest

which has been awakened among the Teachers of our public Schools. A larger number than ever before are now the subscribers and readers of the Journal. And if our enterprise is not crushed by the indifference and selfishness of those who *profess* to be the active friends of Education, we may reasonably hope to do much more in the future for this important class. Our next correspondent says, "*I* am among the number of those who wish to have the School Journal continued. I said and did what I could to get it under way; am now thoroughly convinced of its utility and importance, and shall regard its failure, if fail it does, as a great loss to the educational interests of the State and a *burning shame*. But it *need not fail and will not* unless it is killed by the indifference and faint praise of those who ought to be its truest, best friends. I remember the prophets of evil and have watched their course with reference to the Journal, and it has seemed to me from the onset and all along, that they have been quite willing *it* should fail rather than their prophecies."

"Indifference and faint praise"—we have enough of it. But we are unwilling to believe that we have to encounter such a spirit as is expressed in our correspondent's last sentence; that there is any man in the State who wishes evil to our enterprise, because he did not at first favor this peculiar *modus operandi*; who would be glad to see the Journal die, rather than fail in his predictions. As much as to say, "If I can't have my own way, I will not only render no assistance, but *will stand by and criticise*." We have always been accustomed to regard the "*dog in the manger*" as an unreasonable animal. If he could not masticate and digest that particular kind of food, he ought to be satisfied to keep away and not bark at the ox which could do a good business in his own way. It is much easier to *advise* and *criticise* than to *act* efficiently. But we need most of all, earnest, persevering and united *action* in the noble cause of popu-

lar education in Vermont. Shall we have it? Shall we go forward, or falter and fail in our enterprise? Our third correspondent, a gentleman who, in view of his position in our educational field, is able to do more to sustain the Journal than any other ten men, writes: "I do value the Vermont Journal. I do think it ought to be and can be sustained, and I should deeply regret to have it go down for want of support." We repeat the inquiry, shall the School Journal continue or suspend? Its friends must answer this question practically before the expiration of two months. It will live if a *few* (we do not expect *many*) of our fellow laborers will offer to *share* the responsibility. Who will become responsible for 50 copies of the Journal at 50 cents per vol.? Who for 25 copies, at 60 cents? Who for 10 copies, at 70 cents? Who for *one* copy, at $1.00? And how many female Common School Teachers will subscribe at 50 cents per vol.? We will allow those who become responsible for a number of copies as above, to obtain Subscribers wherever they please. We thus put the question and all the professed friends of education in the State will cast their vote upon it. All who make no response, will vote to have the School Jcurnal discontinued and all who offer aid and co-operation *now*, will vote to have it live. The votes will be counted and the result made known in due time.

SPECIAL NOTICE.—All bills for the School Journal not paid by the last of December, 1861, *will be left in other hands for collection. And it should be remembered that those who have ordered their copies stopped without paying what was then due, will be charged in full to the end of the year. We have repeatedly given notice that the Journal would not be discontinued until all arrears were paid.* Besides, our terms were *in advance.*

EDUCATIONAL JOURNALS. We see no indications of faltering among the friends of education in other States. All the School Journals from New England and the West come to our table apparently in full life and vigor. We

see no intimations in any of them that suspension on account of the war, is thought of.

OUR ACADEMIES. We hear from the *Liberal Institute* So. Woodstock, and from *Townsend Academy*. They now have about one hundred pupils each. *Wm. R. Shipman, A. B.*, a Preceptress, and four assistant teachers in the several Departments, constitute the Board of Instruction at South Woodstock. *G. E. Lane, A. B.*, Principal, and *Miss F. M. Webster*, Preceptress, have charge of Townsend Academy.

Died, at Hanover, N. H., the 14th inst., PROF. C. LONG, D. D., aged about 55. This is the fourth Professor of Dartmouth College who has died within the last three years —Professors *Young, Haddock, Shurtleff*, and *Long*.

Our Last Comet, it is said, is still visible by the aid of the telescope. It is now not far from the Star Eta in the Constellation Hercules. This Comet seems to have met with a misfortune since it left us, in the loss of its *tail*. "Nothing remains but a nebulous shroud, the whole not unlike in appearance to a small planetary nebula."

What an English Statesman says of us. "In Education Americans are in advance of us. There is no such thing as an American born child above ten years of age who cannot read and write. Every parent is bound to educate the child; and if the parent does not send him to school, the State does. In regard to the observance of the Sabbath-day and the maintenance of their churches, especially in the States of New England, they are also before our country. And as I traveled through America and saw those magnificent churches, all raised by the voluntary subscriptions of the people, I smiled and said, 'Dear me, we have people in our country who say, if that small thing called church-rates is removed, the Church of England will go to decay!' They have no church rates there—they have no taxes for the maintenance of the church, and yet, if we take the number of churches in proportion to the number of inhabitants, there are

more places of worship in America than in England."

As *Mr. Lindsay* expresses a strong sympathy for the South, in the same speech from which this extract is taken, he ought to know that there are in the Southern States, *a million* of children, "American-born," who are forbidden by law to learn to read and write, and as many more *whites* not well instructed. It is only in the *free states* that any sufficient legal provision is made for popular education.

To TEACHERS. We offer *Northend's Teacher and Parent* or *Northend's Teacher's Assistant* (the trade price of either is $1.25) and a copy of *Gleanings from School Life Experience*, for $1,00. Sent by mail for $1.25.

PHYSICAL EDUCATION. In our Dec. number we shall publish an article upon Gymnastics in Schools from the pen of Dr. Dio Lewis, with wood cut illustrations. If the Journal continues other articles will follow.

Dr. Lewis's Normal Institute for Physical Education will open its second course on Jan'y 2nd, 1862. Those interested can send to him for a circular. O.

NOTICES OF BOOKS, PUBLICATIONS, &c.

Adams' Improved Arithmetic.—This work is based upon the analytic and synthetic methods of instruction. These two methods were first combined by Mr. Adams in 1827. His first work, the "Scholar's Arithmetic," was issued in 1801, so that the venerable author has been before the public *sixty* years. Now, in his *eighty-eighth* year, he presents to their patronage and favor this, his last, edition, re-written in a style much condensed, carefully revised, and clothed in a neater and better finished dress than heretofore. Mr. Adams may almost be called the Father of Arithmetical Science in this country. He first introduced diagrams for the illustration of Square and Cube Roots. The paternity of the system of Topical Questioning may also be justly accorded to him. Through his "New Arithmetic," he was our own instructor in this science. Knowing so well the value of his work to the diligent scholar, we hesitate not to recommend it, in its revised form, to general use in our schools. Published by Collins & Brother; New York.

Elements of Geometry and Trigonometry, with Practical Applications, by Benjamin Greenleaf, A. M. *Improved Electrotype Edition.*—This work is a continuation of the well-known author's Mathematical Series. Much attention is given to the *converse* of propositions. The application of Geometry to Mensuration, the Miscellaneous Exercises which follow, and the application of Algebra to Geometry, are all eminently practical.

The Elements of Plane and Spherical Trigonometry appear to embrace all that is essential in this branch for academical instruction. The trigonometric functions are regarded as *ratios*, according to the method now generally adopted by the best American mathematicians. We think the work well adapted to instruction in the branches of which it treats. Published by Robert S. Davis & Co.; Boston.

Fasquelle's French Course.—This justly popular work needs no commendation from us. Combining the analytic and synthetic methods rightly proportioned and carefully blended, it presents to the student in this polished language a complete guide to an accurate knowledge of it. The author is a distinguished professor in the University of Michigan, and has endeavored to furnish a work that an experience of over twenty years practice in teaching the modern languages has both taught him the need of and fitted him to supply that need. The test of the school-room has already fully acknowledged his success. Published by Ivison & Phinney; New York.

Vermont Quarterly Gazette.—An Historical Magazine, embracing a digest of the history of each town, civil, educational, religious, theological, and literary. This publication is to consist of a series of fourteen Quarterlies. The numbers for Addison and Bennington counties are already issued. The latter is before us and has been chiefly prepared under direction of Hon. Hiland Hall, an excellent steel-engraving of whom prefaces the number. It contains much interesting matter connected with the early history of our State, especially in regard to the troubles with New York, the defeat of Burgoyne, etc. The Chittenden county number is to appear early in the coming year. Edited and published by Abby Maria Hemenway; Ludlow, Vt.

The North American Review.—Contents of the October number: Chas. Albert, Victor Emmanuel II and Piedmont in 1858, and the History of the Congress of the Deputies of the Italian States at Vienna; Law a Perfectible Science; The Ansaireeh of Syria; Modern Theoretical Astronomy; De Tocqueville on the French Revolution; Lord Macaulay as an Historian; St. Anthony; Habeas Corpus and Martial Law; Buckle's History of Civilization in England; Critical Notices. This number possesses more than ordinary merit, and will richly reward all intelligent readers.—Published at Boston by Crosby, Nichols, Lee & Co. Terms, $5 a year in advance.

Harper's Magazine.—The November number of this popular and truly valuable Magazine completes the *twenty-third* volume. Among the contributors to this volume may be noted J. T. Headley, J. S. C. Abbott, B. J. Lossing, T. S. Arthur, Charlotte Bronte, Bayard Taylor, and many others prominently known to the American public. The illustrated articles in the present number are very interesting.

Atlantic Monthly.—Among the contents for November are: George Sand, The Flower of Liberty, Alex De Tocqueville, Agnes of Sorrento, Health in the Camp, Concerning People who carried Weight in Life, Why has the North felt aggrieved with England? Wild Endice, and The Washers of the Shroud.

Peterson's Magazine.—The November number contains thirty-seven articles and sixty-seven illustrations. The thrilling story—The Broken Life, is continued. Philadelphia.

Arthur's Home Magazine is just the thing for home reading, being full of morel and instructive, as well as entertaining, reading matter.

The Home Monthly we can always speak of in the highest terms. It adapts itself to every member of a family, and is truly worthy of the patronage of all who regard the right culture of the mind and heart of primary importance.

VERMONT

SCHOOL JOURNAL AND FAMILY VISITOR.

VOLUME III. DECEMBER, 1861. NUMBER XII.

DOES THE INVESTMENT PAY?

The education of a young Prince or Princess is regarded in royal governments, as an important matter, affecting, as it must, the welfare of nations. The selection of a proper tutor for such an heir to the throne, always excites a deep interest and solicitude throughout the kingdom or empire.

But we are a *Nation of Sovereigns, and our children all princes of a future generation.* Yet, with how little comparative solicitude, do parents and teachers in our community, enter upon the great work of Education. How little interest is felt in the character and success of our Common Schools. How small the capital invested in school-houses, apparatus, books and *teachers*, (if we may judge by the amount paid for their services.) And do parents expect a liberal income from this investment? Would they expect it in any other department of labor or trade, under similar circumstances? Suppose the mechanic, the farmer, or the merchant, should invest so meagerly, as a means of carrying on his business, what but a disgraceful failure would be the result? Yet there is no investment that pays so well as the necessary expense of a first class district school; a spacious, convenient and tasteful house, a good apparatus and suitable books, and a well qualified, efficient and *expensive* (because well qualified) teacher. As a mere matter of dollars and cents, we repeat it, *no investment pays so well.*

Railroad and Bank stock is often *below par.* Manual and mechanical labor may, for various reasons, fail of their reward. But intellectual and moral culture, a sound and

practical education for our children, is always available; is a better security against future want, *than any amount of money can be.*

The great object which every parent professes to have in view, is the welfare of his children. He spends toilsome days and sleepless nights for their support, protection and happiness, while yet under the paternal roof. And the source of his solicitude in regard to their riper years, is that they may be well provided for and "well started in the world." But how often do parents misjudge in this important matter, and as a consequence, not only waste their own energies but ruin their children. The choice usually lies between the accumulation of wealth on the one hand, and the education of their children on the other, and in a majority of cases, their early education is neglected for the sake of saving money. To prove this, we have only to refer to our common schools, as they are. How poor and ill-adapted our school-houses; how destitute of suitable apparatus and books, as above suggested: how *cheap* many of the teachers employed. The reason assigned is that "the district is too poor to provide better." Still these parents have erected comfortable houses and splendid barns; have employed the most efficient help on their farms, and purchased the best implements of husbandry in the market. They are not too poor to provide well for their *animals* and the successful prosecution of their business, but too poor *to educate their children!* Now, it can be demonstrated that any family of children left in the world with no inheritance but a good character and a thorough education, are infinitely safer and more sure of an honorable livelihood, than with a fortune without the advantages of education. How often the wealth accumulated by the industry, self-denial and toil of a miserly father, who could not *afford* to educate his children, has been squandered by his ignorant and dissipated sons. And how numerous the instances where children, reared in poverty but educated by the labor and self-de-

nial of anxious parents, have risen, unaided, to stations of honor and affluence.

Not only so, but these very children have come up to give their honored parents a liberal support, and to comfort them in their declining years. These parents had "cast their bread upon the waters, and found it again after many days." Such results are legitimate. Wealth with ignorance is always a curse to the young; poverty with education, always a blessing.

Every considerate parent will, therefore, make the first and most liberal outlay for the education of his children in the common school. He will not be satisfied until the school is provided with every facility for the greatest improvement and most thorough discipline.

But the necessary expense of a *good* district school is a profitable investment, not only in view of the results upon the future of our children, but in view of the increased value given to real estate, in any community. Wherever the condition of our schools is improved, there, and in the same proportion, is the value of property increased. What is a good farm worth in Sodom? Yet, the education of our children, in the proper sense of that term, is all that can prevent any district or neighborhood from becoming a Sodom. How, then, is it possible for parents to manifest so little interest in the welfare of their schools? Why bestow so little care upon the selection of teachers? Why take so little interest in the school while in operation?

The utmost caution should be exercised in the selection of the person to fill this high office, but when once employed, the good of the school requires that he should receive the encouragement and co-operation of the whole district. He may not prove to be as efficient as would be desirable, still he must be sustained. As long as he is allowed to hold the office of teacher, parents have no right to take sides against him. The influence of such opposition is always destructive of good order, and tends to fos-

ter a spirit of rebellion in the school. Better sustain an unworthy teacher than encourage insubordination; if he is to be dismissed, let it be done by the parents, and not by the pupils.

But if parents would co-operate with their teacher and secure to their children the benefits of a good school, they must feel and manifest a deep interest in its success. The indifference of parents has chilled the enthusiasm and blasted the hopes of many an earnest teacher. When he entered the district his heart was warm and his hands strong for the important work assigned him; but he found no sympathy, met with no encouragement, and received little or no attention from his patrons. The children imbibed the spirit at home, and brought it to the schoolroom. Compelled to toil on alone and amid such discouragements, he gave up in despair, when, with suitable encouragement, he might have been successful.

Parents should always have a mutual understanding with their teacher. To this end, they should form an early and intimate acquaintance with him. And while he reveals to them his views and plans for the management and instruction of his school, they should give assurances of their willingness and determination to aid him in carrying out his measures. They should frequently visit his school. This habit cannot fail to have a favorable influence both upon the teacher and the pupils. If the practice should become general in *our* community, the change would mark a new era in the history of common school education, and result in untold good. Not only are teachers quickened to activity and faithfulness and pupils to diligence by such visits, but parents are enabled to gain more correct views of the progress of their children, and the efficiency of their instructor.

It is the duty of parents, also, cheerfully to furnish all *necessary* books and apparatus—not under the direction of interested book agents, but when the good of the school requires it. All scholars of the same standing must

have uniform books in order to be properly classified, and sometimes the old should give place to the new and improved books, for the entire class. It is admitted, however, that uniformity is more important than change. Apparatus is needed to aid in the explanation of principles and facts; good books, black-boards, maps, globes, cube-blocks, et cætera, are the tools for our "artist," and he should not be required to work without them.

Again, parents should not indulge their children in irregular attendance, or withdraw them temporarily from the school, except in cases of absolute necessity. Such irregularity is disheartening to the teacher, and injurious both to the school and the individual scholar; it tends to destroy his interest in the school and his ability to retain an honorable standing in his classes. It is the manifest duty of every parent, therefore, to insist upon punctuality in attendance and promptness in the discharge of every school duty.

Once more, we may remark, parents should never publicly censure the teacher for *supposed* faults. Too often has he been tried, condemned and executed without a hearing. A rebel chastised in school, has told his grievances to indulgent parents at home; they believe his exaggerated story, manifest their sympathy, and, without stopping to learn the facts in the case, pass judgment against the teacher. Now the offended parties proceed to excite prejudice, and create feeling in the school and district, in view of this fancied outrage, until half the neighborhood are in open rebellion against a faithful master, whose only fault is that he did not *crush* the offender while in his power. But such sympathy and opposition are all wrong; unjust to the teacher, injurious to the child and ruinous to the school. The teacher has a right, in all cases, to demand a fair trial before condemnation, and it is his duty to maintain supremacy over his school, at all hazards and by whatever means necessary. If the pupil or

parent can rightfully interfere, the teacher's office is divested of its power and the school of its utility.

Let parents consider well the toils and hardships of the true teacher, and learn to co-operate and sympathize with him; let them pay him a fair compensation for his valuable services, and render him all needed encouragement and aid; then may they hope to secure for themselves, their children and their country, the lasting benefits of a thorough Common School Education. O.

SCHOOL GYMNASTICS.

BY DIO LEWIS, M. D.

The Bean-Bag Exercises are the best to begin with.

For the average of pupils the bags should be, when finished, eight or nine inches square, sewed with double linen or silk thread, and three quarters filled with beans.

The beans should be rinsed until the water runs from them quite clean, and then dried before they are put into the bags. As often as once in two weeks the bags should be emptied and washed, and as often as once a month the beans should be rinsed.

The young ladies who continue to use the dirty bags which I see every where, soiling their clothes and hands and filling their lungs with fine dust, must have a strong instinct for exercise.

The bags ought not to be used more than a quarter of an hour each day, and never at all except under the eye of the teacher, and with thorough discipline.

When a military company shall prosper with dirty muskets and bad discipline, then a school may continue to feel a lively interest in these bag exercises, managed as they usually have been.

A trunk or box with a lock, in which these bags may be kept when not in use, is a good expedient. All this will cost but little money and time, and must be carefully

observed by all who would not see their pupils kick a mass of dirty bags into a dirty corner, to leave them there in disgust. Schools in which I have taught between one and two years, use the bags now with more than double the interest of the first month.

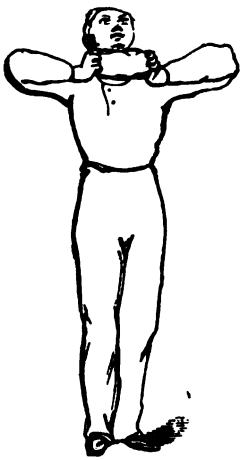
Fig. 1.

No. 1. Arrange your players in two classes, standing in the aisles between the desks, or otherwise. The classes should face each other and be about six feet apart. Each pupil plays with the one standing exactly opposite him, one bag to each couple. The teacher gives the word, *one, two, three;* and the bag is thrown backward and forward, ten, twenty, or fifty times, as the teacher may indicate. It should be thrown from the position represented in *Fig.* 1, and never tossed from the lap. As each couple finishes the number announced by the leader, the bag is held up as high as may be, and the number cried in a loud voice.

Fig. 2.

No. 2. The same as No. 1, except the right hand only is used, the left one being held on the side as shown in *Fig.* 2.

No. 3. Same as No. 2, except the left hand is used in throwing the bag, while the right hand is held on the side.

Fig. 3.

No. 4. Same as the last, except the bag is thrown from the position represented in *Fig.* 3.

Fig. 4.

No. 5. Same as the last, except the bag is thrown with one hand, as shown in *Fig.* 4.

No. 6. Same as No. 5, except the left hand alone is employed.

No. 7. Hold the bag as represented in *Fig.* 5 and throw over the head to your partner ten to fifty times, as in all the previous ones.

Fig. 5.

Fig 6.

No. 8. Throw from the position represented in *Fig.* 6. In catching, the hands must be held in the same position.

No. 9. Same as last, except the left hand is used in the throwing and catching.

Fig. 7.

No. 10. Each player turning his right side toward his partner, will throw it from the point of the elbow, *keeping the fore arm vertical*, as seen in *Fig.* 7.

No. 11. Same as the last, except with the left hand.

No. 12. From the position shown in *Fig* 8, toss the bag from ten to fifty times, as in all previous exercises.

No. 13. Turning your right side toward your partner, throw the bag from the position shown in *Fig.* 9.

No. 14. Same as the last, except the throwing is to be done with the left hand.

No. 15. Turning your right side toward your partner, again throw with both hands from the chest.

No. 16. Turning the left side, throw with both hands from the chest.

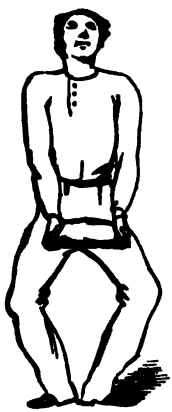

Fig. 8.

Fig. 9

Fig. 10.

No. 17. Turning your right side to your partner, throw the bag from the position seen in *Fig.* 10.

Is learning your ambition?
  There's no royal road;
Alike the peer and peasant
  Must climb to her abode;
Who feels the thirst of knowledge,
  In Helicon may slake it,
If he has still the Roman will
  To find a way or make it.

"IN HONOR PREFERRING ONE ANOTHER."

Lois Vanderberg, with her shawl over her head, had been standing at the gate more than half an hour, in the chill evening air, looking vainly for her little brother, Pierre, when suddenly the boy appeared through the thick mist as if he had risen out of the earth.

"Ah, here you are," cried Lois, "how slowly you must have walked. Father has been waiting an hour for his paper. But come now, do hurry in out of the rain. We have got a splendid roaring fire for this dreary night, and we're going to have hot cakes for tea!"

But to this cherry intelligence little Pierre only responded, "I'm sure *I* don't care if we are," in such a dismal tone, that, as they entered the bright fire-lighted kitchen, Lois turned upon him a look of great anxiety.

"I'm afraid you're sick, Pierre," said she, seeing very clearly that something had gone wrong.

"No, don't trouble me; I'm only tired."

Nevertheless, Lois noticed that when he had hung away his damp coat and tippet, he seated himself by the window as far as possible from the bright, cheerful fire, and hid his head behind the curtain.

"Now, Pierre," she whispered, following him, "you *must* tell me what has happened."

"Don't ask me, sister," said Pierre, melting a little, "I am ashamed to tell."

But Lois persisted, and she had such kind, "taking" ways, that, as Pierre would have told you, she never let down her little bucket of sympathy into Pierre's heart without drawing up nearly all of his troubles.

"Well, Lois," said he slowly, "in the first place, you know how anxious father has been that I should be 'head boy' at school this year, and you know how I've studied early and late, and have'nt missed a single lesson?"

"Yes, indeed," cried Lois.

"Then you know that Herbert Bell is the only other

boy who has been studying so hard, and I'm sure I can remember at least three times *he* has missed this quarter."

"Yes, well?"

"Well, to-day, Mr. Simmons asked me to stay a few minutes after school, and when the scholars were all gone, he said—

"'I've been very much pleased with some of my scholars lately, and I've been thinking I should like to give the one who has the most good marks at the end of the quarter some reward for his industry and good behavior. Now what should you think a boy, about *your* age, would like best for a present this winter?' O Lois, you can't think how my heart beat! I thought right away, 'I'm sure he means *me*,' and I'm afraid he knew that I thought so, for it seemed to burn right through my cheeks. But in a minute I said, just as carelessly as I could, 'Why, I should think, sir, a boy couldn't like anything better than a nice little sled, with iron shoes, and painted bright red,' for you know, Lois, I've wanted one three winters, and father never could afford it, and now 'times' are harder than ever. Well, he smiled, and said he should think that would please a boy, and then he looked right in my face, and said, 'What do you think of *Herbert Bell?* Isn't he about as good a scholar as we have in school?' I declare, Lois, if my cheeks burned before, I felt *this* time as if my whole head had tumbled off into the stove, and I was choking with the smoke besides. I couldn't speak for a moment, but just pretended I had a terrible cough, and by and by I just managed to say—

"'Yes, sir, I don't believe there's a better fellow in all the world.'

"'That's all right,' said Mr. Simmons, very kindly, 'and now I've one more favor to ask of you. As you and Herbert are such very good friends, your tastes must be something alike, and I should like some pleasant Saturday to take you with me to the city, to help me pick out just the

right kind of a sled, for it's a good while since I was a boy, and I'm afraid I don't know so much about *some* things as I did then.'

"I hardly remember what I said, sister, but pretty soon I was out on the road, thinking I knew just how that wicked old Haman felt, for you see I thought *I* was the boy Mr. Simmons delighted to honor, and instead of that I must go to B—— and pick out a pretty sled for my Mordecai." Pierre's voice shook, and leaning his hand against the window he stared out into the dark, rainy night.

"But, Pierre," said Lois, "I'm sure you're not at all like that bad Haman. You certainly don't hate your Mordecai."

"No, indeed, sister; there's all the comfort there is in the matter."

"Not at all," cried Lois: "there's something more. I think it was a very great honor for Mr. Simmons to consult you about the present. It showed that he thought you had a noble, generous heart, and were above all feelings of envy and jealousy."

"I never thought of *that*," said Pierre brightening; "but then, sister," he added more sadly, "I'm pretty sure he saw what I was thinking about, and knew just how mean I was."

"Not so *very* mean after all," said Lois, smiling. "It was kind in you to praise Herbert—"

"Why, sister," interrupted Pierre, with a look of surprise. "What else could I do? Didn't I have to tell the *truth?*"

"To be sure," said Lois, smiling still more, "but I do not believe Mr. Simmons has such a very poor opinion of you. He knows very well how hard it is for a boy who has studied as *you* have, to stand aside, and let some one else take the first place. Ah, yes, little Pierre, we all have to struggle very hard and pray a great deal before we can very cheerfully 'in honor prefer one another.'"

"But you can do it at last, sister?"

"Oh, yes; we can so far conquer our selfishness for Christ's sake, that at last we shall very much prefer other people's happiness to our own."

Pierre looked thoughtful, but was much comforted, and so far reconciled to life, that the call to supper and nice hot cakes was by no means disregarded.

One pleasant Saturday, a few weeks after, Pierre rushed in with a bright face.

"Well, sister, it 's done at last. *I* and Mr. Simmons have bought the sled, and it is a regular beauty. Its name is 'Rocket,' and it 's the brightest red. Oh! won't Herbert's eyes snap! But now, sister, do you think it was wrong for me to wish for one too? There were plenty more *beauties* in the store, but they cost money," and little Pierre sighed. "Never mind," he continued bravely, "Herbert *is* just the best fellow,—and I really do think at last, that if only one of us could have it, I would rather it should be he, and I think I'll give him my little flag, too, so every thing will be complete, and people will know the establishment goes for the 'Union.' And oh, sister, I almost forgot,—examination will end Wednesday, and I'm to have the honor of presenting the sled. But do you know, I'm afraid Herbert half suspects, for he is in the greatest spirits, and says he knows something splendid that's going to happen before long. Some of the boys have got hold of it, too, I'm sure, for one of them said today, 'There's something going on right under your nose, Pierre, but *Dutch* people never get their eyes open till 4 o'clock.' I was so happy I didn't mind it a bit, and only laughed to think how much wiser I was than any of them."

The great Wednesday came. Herbert and Pierre passed very fine examinations, and at the close Pierre arose to deliver the speech which had been carefully prepared for the occasion.

"Herbert Bell," began Pierre, but, (how awkward!)

there was Herbert coming forward, too, and beginning—

"Pierre Vanderberg—"

"Keep still, Herbert," whispered Pierre, "I am to make a speech, and present you with a sled."

"Just exactly what I am to do for *you*," whispered back Herbert, with a merry laugh.

Poor bewildered Pierre looked imploringly at Mr. Simmons, who rising, said—

"I believe I shall have to decide this matter, and say that the sled belongs to *Pierre Vanderberg*, who has ten more good marks than Herbert."

"O Mr. Simmons," cried poor Pierre, but entirely broke down, while Herbert shook his hand as if it were a pump-handle. Lois wiped her eyes in a corner, and the boys, who were all in the secret, made the old school-room shake with a perfect tempest of applause.—*Selected.*

THE GRAVE OF LYON.

They have borne him away to the land of his birth,
Afar from the field where he fell,
From the soil where he battled so nobly for right,
From the comrades who loved him so well;
Near the graves of his kindred have laid him to rest
Where the flowers of New England shall bloom on his breast.

Ah! sad is the requiem we chant o'er his grave,
As we muse on the path that he trod,
And we mourn that so valiant and kindly a heart
Thus early is still, 'neath the sod;
But so nobly he fought, and so bravely he died,
Though we weep for his loss, 'tis with heart-swelling pride.

Not alone in the hearts of his kindred he lives,
Not alone shall Connecticut claim
The grave of her hero.—Missouri's broad plains
Exultantly echo his fame;
And the tears of a nation shall hallow the place
Where his ashes repose with the graves of his race.

Pana, Ill., Oct. 6, 1861. H. M. G.

BE PATIENT WITH CHILDREN.

"Ye have need of patience!" Nothing can be more true than this, and nothing is more applicable to those who have to do with boys and girls. There are so many provocations which demand endurance, so many faults which require correction, so much carelessness which provokes rebuke, and so much perverseness which calls for firmness and control, that "teachers of babes," if not of a temper absolutely angelic, need to have "line upon line—line upon line, precept upon precept—precept upon precept," to aid in the work which has fallen to their lot.

There are so many temptations and accessories to impatience, too. It is so easy and so natural for the strong to tyrannize over the weak. Absolute power is too frequently abused; and the power which a parent or a teacher exercises over a child is so far absolute that immediate resistance can be rendered unavailing. True; the parent has parental tenderness and love to restrain the impetuosity of impatience, but the teacher has not; and if parents are often, in spite of natural barriers, impetuous, what wonder that teachers are so, too.

It is less trouble, so far as the present time is concerned, to blame, and scold, and punish a child for negligence, stupidity, or misconduct, than to explain, reason, and instruct. It takes less time to box a boy's ears for being mischievous, or to push a girl into a bedroom "all by herself," for being idle, or talkative, or troublesome, than it does to investigate intentions and motives, or to inquire into causes; and we do not wonder that the patience of the most patient sometimes gives way; but it is not the less to be deplored when it does give way. In one hour—in less time than this—in *one minute*, evil may be wrought which will undo the work of months, or which years of judicious treatment will not obliterate. Do we say, then, that children should be indulged and pampered, and their faults overlooked? No; this, again, seems easier to the

indulgent and self-indulgent teacher than the wearying work of constant watchfulness and wise circumspection. But patience is as much required in the avoidance of false indulgence as in the banishment of undue or injudicious severity. It is easier, for the moment, to yield to the wishes and dispositions of children than to oppose or regulate them; but, notwithstanding this, Patience should "have her perfect work." Oh, ye teachers of the young, "ye have need of patience?" And not patience only. In the proper exercise of discipline, discrimination and keen perception must be united with it, or even patience will fail. Perhaps no two children in any given number are precisely alike in formation of mind, disposition, and general capacity. One will be timid, another bold; one sensitive, another obtuse; one quick, another slow. In different things, and at different times, the same boy or girl may exhibit contradictory qualities, and yet there shall be nothing in all this that ought to be construed into a fault, or that should call for even a rebuke. Patience here will be lost in a maze, to which discrimination alone can furnish the clue, and that not always, for we have the word of inspiration to assure us that "the heart is deceitful above all things;" but, in general, perhaps, the heart of a child may be pretty correctly read by those who do not, idly or contemptuously, neglect its study.

At all events, it is better to be credulous than incredulous—better that a child should ten times escape the just punishment of a fault through an excess of patience, than be once unjustly punished through want of discrimination. The memory of the injustice will rankle in the soul, and produce worse fruits there, tenfold, in after years, than will spring from the consciousness of having committed faults innumerable with impunity.

Teachers or parents never will or can deal wisely with a child unless they dispense with impulse, and scrutinize, in every possible way, what appears worthy of condemnation; and the best way to follow out this scrutiny is

mentally to change places with the offender—to be a child again—to divest one's self of all but a childish judgment and capacity—to throw back one's self upon childish views and feelings—and to submit to be guided by childish reasonings, and then, after all, if there be a doubt, to give the child the benefit of that doubt. But, oh! what a deal of trouble is all this! Very well; we are not thinking about your trouble, but about the child's good. Though as to trouble, the best way of doing anything is the least trouble some way in the end. But by trouble you mean painstaking, time, attention, and regard to the ultimate object. Now, can anything in the world, worth doing, be well and properly accomplished without these? Can a pudding be made, or a pig be fed, or a beard be shaven. without these? Trouble! shame upon those who, under the selfish, but vain, plea of saving themselves *trouble*—present trouble—make trouble for others in after years! Let them do anything, be anything, rather than teachers of the young.—*Godey.*

TEACHING ARITHMETIC.

I am glad that —"*Modes of teaching Arithmetic*"—have been introduced to the readers of the Journal in the brief abstract of Mr. Dana's Lecture given in a recent number. As so large a portion of scholars in our schools make Arithmetic their principal study, it is especially important that the better modes of teaching it should be employed. Will you allow me, therefore, to call the attention of some of our younger teachers to one or two points in relation to these modes, not referred to in the Lecture mentioned above, which seem to me of primary importance, and which, if I mistake not, are very much neglected in many of our schools.

WRITING THE SOLUTION OF PROBLEMS UPON THE BLACKBOARD.

Have you not oftentimes, Messrs. Editors, in your employment as teachers, when you have requested one of your older scholars to indicate with the proper mathe-

matical signs, the solution of a simple question in the lesson of the day, received this reply,—"*I don't know how.*" And when you have inquired, if it was not as easy to write the signs of the several operations to be performed as to perform them, have you not invariably been answered, "*I can do the work and procure the answer given in the Book, but I don't know how to represent it on the Blackboard!*"

If you have not had observation of this kind your scholars have been more fortunate in their previous training than many of mine. So frequently and constantly has my attention been called to the deficiency of my scholars in this particular, that I have come to regard it as one of the prominent things to receive attention at every recitation in Arithmetic.

To explain in brief what I mean by WRITING THE SOLUTION OF PROBLEMS ON THE BLACKBOARD, and for the purpose of aiding the class of teachers referred to above, a little in this direction, let me suppose that the lesson of the day contains the following questions.—

1. *Alexander Green bought of John Fortune a box of sugar containing* 475 *lbs. for* $30. *He sold* 1-3 *of it for* 8 *cents per pound, and* 2-3 *of the remainder at* 10 *cents per pound. What is the value of what remains at* 12 1-2 *cents per pound, and what does Green make by the purchase and sale?*

The class having properly studied the lesson will be able, and should be required, to dispense with books at the recitation, and this for the two-fold purpose of disciplining them to habits of attention and relieving them of the aid of statements copied into their books from the work of others. The teacher reads the example distinctly twice, and three times if need be, and then requests one, two or a dozen of the class to go to the Black-board and indicate the solution of both questions. These correctly done will stand as follows:

475 × 2-3 × 1-3 × 12 1-2 = value of what remains.

475 × 1-3 × .08 + 475 × 2-3 × 2-3 × .10 + 475 × 2-3 × 1-3 × .12 1-2 — 30. = Gain.

2. *Bought* 78 *acres,* 3 *roods, and* 30 *rods, of land for* $7,000, *and having sold* 10 *House Lots, each* 30 *rods square, for* $8.50 *per square rod, I dispose of the remainder at* 2 *cents per square foot. How much do I gain by the bargain?*

78 × 4 + 3 × 40 + 30 — 30 × 30 × 10 × 272 1-4 × .02 + 30 × 30 × 10 × 8.50 — 7000. = Gain.

3. *How many yards of paper will it take to cover the walls of a room that is* 15 1-2 *feet long,* 11 1-4 *feet wide and* 7 3-4 *feet high, the paper being* 30 *inches wide? and what would the plastering of the room cost at* 10 *cents per square yard?*

$$\frac{15\ 1\text{-}2 + 11\ 1\text{-}4 \times 2 \times 7\ 3\text{-}4}{1 \times 3 \times 30\text{-}12} = \text{No. yards in length.}$$

$$\frac{15\ 1\text{-}2 + 11\ 1\text{-}4 \times 2 \times 7\ 3\text{-}4 + 15\ 1\text{-}2 \times 11\ 1\text{-}4}{1 \times 9} \times .10 =$$

Cost of plastering.

4. *Two men in Boston hire a carriage to go to Concord, N. H., and back again for* $25, *the distance being* 72 *miles, with the privilege of taking in three more persons. Having gone* 20 *miles they take in C. At Concord they take in D, and when within* 30 *miles of Boston, on their return, they take in E. How much shall each pay?*

$25-144 × [20 × 1-2 + (72 — 20) × 1-3 + (72 — 30) × 1-4 + 30 × 1-5] = A & B each pays.

$25-144 × [(72 — 20) × 1-3 + (72 — 30) × 1-4 + 30 × 1-5] = C pays.

$25-144 × [(72 — 30) × 1-4 + 30 × 1-5] = D pays.

$25-144 × 30 × 1-5 = E pays.

5. *A. Atwood can hoe a certain field in* 10 *days. With the assistance of his son Jerry he can hoe it in* 7 *days, and with the assistance of his son Jacob he can hoe it in* 6 *days. In how many days can Jerry and Jacob hoe it together? and in how many days will the three hoe it together?*

Work. Work. Day.

(1-7 — 1-10) + (1-6 — 1-10) : 1 :: 1 : or

$$\frac{1}{(1\text{-}7 - 1\text{-}10) + (1\text{-}6 - 1\text{-}10)} \times 1 = \text{Ans. to first.}$$

$$\overset{\textit{Work.}}{(1\text{-}7 - 1\text{-}10) + (1\text{-}6 - 1\text{-}10) + 1\text{-}10} : 1 :: \overset{\textit{Work. Day.}}{1 :} \text{ or}$$

$$\frac{1}{(1\text{-}7 - 1\text{-}10) + (1\text{-}6 - 1\text{-}10) + 1\text{-}10} \times 1 = \text{Ans. to 2d.}$$

The foregoing will, doubtless, be sufficient to show what I mean by writing solutions on the Blackboard, and I proceed to a second point of importance in teaching Arithmetic,—second not in importance, but only in the order of recitation,—and that is,

TRAINING SCHOLARS TO EXPLAIN IN EXACT MATHEMATICAL AND GRAMMATICAL LANGUAGE THESE WRITTEN SOLUTIONS.

In doing this, every teacher will need to exercise much patience and perseverance. A majority of scholars not having been accustomed to do this, will at first make hard work of it, both for themselves and their teacher. But let neither teacher nor scholar spare effort or time to secure proficiency in this matter. A little, *accurately*, *thoroughly* and *understandingly* done in arithmetic, is worth more to the scholar than going through the book a dozen times in the way that many do. And in this particular, especially, will the superiority of one teacher over another be manifest, for, as in teaching reading, so in mathematical reasoning, the teacher must exhibit, over and over again, a specimen for the observation and imitation of the learner.

To illustrate, briefly, in this, take the last of the foregoing Examples. In how many days will Jerry and Jacob hoe the field together?

Statement.

$$\frac{1}{(1\text{-}7 - 1\text{-}10) + (1\text{-}6 - 1\text{-}10)} \times 1 = \text{No. days}$$

Explanation.—It will take them as many days as that part of the work which they can together do in one day is contained times in unity, or the whole work to be done. By the first condition of the question, the Father and Jerry can do the work in 7 days; therefore, in one day, they can do 1-7 part of it; but the Father alone can do it in 10 days, therefore, in one day, he can do 1-10 part of it.

Hence 1-7 of the work, what the Father and Jerry can do in one day, *minus* 1-10, what the Father alone can do in one day, will represent what Jerry can do in one day. By the second condition, the Father and Jacob can do the work in 6 days; therefore, in one day, they can do 1-6 part of it. Hence 1-6 of the work, what they together can do in one day, *minus* 1-10 of the work, what the Father can do in one day, will represent what Jacob can do in one day.

Hence 1-7 — 1-10 of the work, what Jerry will do in one day, *plus* 1-6 — 1-10 of the work, what Jacob will do in one day, will represent what they both will do in one day, and it will take as many times one day for them to do the work required, as the part of the work thus indicated as done by them in one day, is contained *times* in *unity* or the work to be done.

One example further, to indicate what seems to me to be the proper phraseology in these explanations, and that from Colburn's Mental Arithmetic, the best of all Arithmetics in the hands of a *competent*, and the poorest of all in the hands of an *incompetent*, teacher. "*Six sevenths of forty-two are four ninths of how many fifths of forty?*

Expression.

$$\frac{\frac{\frac{42}{7} \times 6}{4} \times 9}{40\text{-}5} = 10\ 1\text{-}8.$$

Explanation. One seventh of forty-two is six. *If six is one seventh of Forty-two, six sevenths will be six times as many.* Six times six are thirty-six. (Thirty-six is four ninths of how many fifths of forty?) *If thirty-six is four ninths of some number, one ninth of that number will be one fourth as many.* One fourth of thirty-six is nine. *If nine is one ninth of the number, nine ninths, which make the number, will be nine times as many.* Nine times nine are eighty-one. (Eighty-one is how many fifths of forty?) One fifth of forty is eight, and eight is contained in eighty-one, ten and one eighth times. Therefore, six sevenths of for-

ty two are four ninths of ten and one eighth times one fifth of forty.

In this simple example I have marked the process of reasoning with italics, to distinguish it from its application, and this because within my own observation, many teachers entirely neglect this, and thereby despoil the entire process of mathematical beauty—*the beauty of precision.*

One thing more in reference to Colburn's Lessons. Though designed to be purely a Mental Arithmetic, teachers of it will find, if they make the experiment, that training their classes to write the solutions on the Blackboard, will greatly increase their interest in the exercise and at the same time more effectually qualify them for the study of written arithmetic.

There is much more that I would like to say on these points, but I designed to be brief, and will close by requesting some one of your readers to furnish for our common benefit, through your columns, a solution for the following, found in Greenleaf's Higher Arithmetic. (I quote from memory.)

Four men, A, B, C and D, bought a Grindstone whose diameter was forty inches. It they pay for it equally, it is required to find what number of inches, in equity, each shall grind off from the semi-diameter in the order of the letters above, allowing the diameter of the orifice for the axle to be four inches?

In the solution requested, I would not only wish for the simple mathematical formulæ, but the accompanying diagram and verbal explanation, or in other words the entire discussion of the question, both to the eye and the ear, which the teacher would require in the school-room.

TEACHER.

It is not what we earn, but what we save, that makes us rich; it is not what we eat, but what we digest, that makes us strong; it is not what we read, but what we remember, that makes us learned.

MORAL CULTURE.

Says the late Hon. Wm. Slade, whose memory sheds such a rich halo over Vermont, and whom the mighty West delight to honor as their benefactor:—

"Education, in its broad and just sense, is the training of the Human Soul — the man — the whole man — Intellect, Conscience, and Heart."

Children and youth should be taught to feel morally responsible for their every act. Too apt are they to think that, because they are young, they may do with impunity, things that would be wrong in older persons, holding their parents and teachers responsible. And they are, sometimes, to be blamed. Too often do they excuse youthful follies, by saying, "every one must sow his wild oats,"—a saying that has done incalculable wrong. Does not every one know that as a man sows so shall he reap? If, then, he sows "wild oats" in his youth, most assuredly shall he reap their legitimate fruit.

The child should be taught to do right always, because *it is right*, because duty to his Creator requires it, and because happiness, even in this world, is to be found only in doing right. Paul says, "Children, obey your parents *in the Lord*; for this *is right;*" the best reason in the world for any course of conduct, *it is right*. To secure this culture, the Conscience should be so delicately trained that it will shrink from the very appearance of evil. Although proper authority should not be questioned, yet the child should be taught to obey, not because the law says he *must*, but because the law is just, and obedience is right. Such training, and such heart culture will alone fit him to become a *free* man—a fit member of this government of kings.

What is Culture without this moral training? Cultivate the development of the body only, and you have a Heenan or a Morissey, whose brutality would put to shame the better class of brutes. Cultivate the mind only, and you a ve an Aaron Burr, who lived only to blight the happiness

of others, that his own sensual appetites and boundless ambition might be gratified. Education *is* power, but the education of the body and intellect, without a corresponding culture and development of the moral nature, produces a power for *immense* evil. The Elements are full of power, and when restrained and guided by their Maker's hand, agencies of untold good; but let them loose, and devastation and destruction line their pathway. A steam-engine under the guidance of the steady hand of the skillful and experienced engineer, is a power both harmless and eminently useful; but let the steam on, and remove the engineer, or palsy his arm, and it becomes the agency of death and ruin.

So it is with man. Give him the thorough *three-fold* culture of body, mind and heart, and he becomes an honor to his race, strewing his pathway through life with blessings and good will. He is honored, respected and beloved. But give him intellectual culture alone, unaccompanied by a sense of accountability to his God or to his fellow men, and who can estimate the evil he may do? Let the history of a Cataline among the ancients, or of an Arnold of our own age, or of the *traitors of to-day*, answer.

In the series of articles of which this is the last, we have endeavored to set forth our own views of the culture demanded by the times. We will briefly allude to some of the reasons for our conclusions.

Look at the different portions of our republic at the present time. New England was planted in tears and sown in prayers. Her children were trained up in the "fear of the Lord," which the Bible tells us many times, "is the beginning of wisdom." Churches and schools were planted with every settlement, and in the integrity and stern morality of this severe culture, were laid the foundation of our country's greatness. From New England the influence of this culture has extended to the Middle and Western States, and has done much to mold into harmony with our institutions the vast multitudes of the

ignorant poor that have there sought refuge from the decaying tyrannies of Europe. Throughout this whole region, prosperity, peace and quiet now reign, scarcely disturbed by the flocking of thousands of our citizens to arms for the defense of our liberties and nationality.

But how is it in that portion of our country where this broad culture is withheld from the masses,—where the doctrine is boldly advanced that all government exists by force, that the right to govern rests with the few, and that it is the consequent duty of the many to obey? Who would exchange the fruits of such a culture as our fathers have bequeathed to us, for the unquiet and anarchy which now reign supreme in the Gulf States?

Let us, then, dear readers, one and all, teachers and students, parents and citizens, as we love our country and as we hope for our posterity the enjoyment of the same privileges which are now so richly bestowed upon us, seek for ourselves and for those under our care this broad culture. Let us learn from the troublous times in which we now must live and act, and which threaten to destroy the beautiful fabric that has been reared up under the protection of our noble Constitution, that the intelligence, integrity and virtue of the people, are the true and only safe conservators of our liberties. And, finally, let us learn that he only is worthy to be a *freeman* under that Constitution, who has first freed himself from that worst of bondages, subjection to passion and appetite. L.

ENGLISH LITERATURE presents to the hungry reader a rich variety of solid dishes. One can take a cut of tender and juicy Lamb, or a slice of Bacon; nor are the Greenes wanting. If he is not fond of smoked meat, there is the original Hogg, or he may choose a Suckling, or a Kyd. He may have a Boyle, if not a roast; and if he is fond of fish, there's Pollock. Some like a dish of Crabbe—a little crusty, yet many prefer a poet still more Shelly. And what for dessert? *O-pie.* To wash all those good things down there is plenty of Porter, and flowing Bowles, with a Butler to serve them. With such a feast before him, one may "laugh and grow fat" until he gets Akenside, and all SCOTT free. What the Dickens can he want more!—[Home Journal.

EDITORIAL MISCELLANY.

VT. BOARD OF EDUCATION.—THE 5th ANNUAL REPORT is on our table. It is one the most interesting documents of the kind, and decidedly the best that our excellent Board and Secretary have produced. We should be glad to re-produce the whole of it and place it in the hands of every intelligent person in Vermont. But we can only print extracts from the Report from time to time, with some gleanings from Mr. Adams' extensive review of the condition of our common schools, and the progress of our cause. The Secretary's Report shows an increased interest in popular education in the State. This certainly is encouraging; for anything is better than stupidity. Signs of life are omens for good. Teachers' wages have advanced, which indicates a better appreciation of their services. Average wages for male teachers per month was $17.72; of females, $7.92. Whole number of heads of families in the State, 58,584; number of children between the age of four and eighteen, 85,892. The amount of money paid male teachers, $70,666; amount paid female teachers, $97,198. This indicates that females are employed much more than males, and shows that public sentiment is correct as to the comparative merits of the two classes, and especially as to the economy of employing females. In a majority of our common schools, and with teachers as they are, females will do better service than males. Why then, in the name of simple justice, should they labor for ten dollars per month *less?* Equal ability and efficiency demand equal pay. Our Secretary estimates the entire annual cost of our common schools, at $490,656. Still our school expenses are much less than in some other states. Vermont appropriates $420 to sustain fourteen Institutes. New Hampshire has spent more than $4,000 in holding ten Institutes per year, and Massachusetts $3,500 for ten Institutes, besides her three efficient Normal Schools.

Including the same items, expenditures in Vermont amounted to $318,537; while Massachusetts spent $1,567,103.75. We are doing what we can, but could do much more for the benefit and honor of the State, if the means were more liberally provided. *Ninety-four* districts in the state, have been entirely without schools during the past year; and of this number *twenty-three* schools were supended by votes of majorities! The fact is a disgrace to Vermont, and so much of heathendom as comes within our own

borders, should at once be supplied with missionaries. Corporal punishment has diminished *nineteen per cent.*, compared with last year. This may be for good or for evil, according to circumstances. The fact may indicate looseness of government, a better condition of the schools, or a more judicious management on the part of the teachers. The last is, undoubtedly, the Secretary's view of the case. And if so, it is a good omen. Still, it is true that corporal punishment is sometimes not only necessary but desirable. It should not be, it must not be abolished, if authority is to be maintained in our schools. Our Secretary notes the alarming fact that during the last ten years, *thirty-three* per cent of our resident population has emigrated from the State. While other N. E. States have gained nineteen per cent.; the border Slave States fourteen per cent.; other Slave States, thirty-one per cent., and the Western States from thirty to two hundred and fifty per cent., Vermont has gained only *one-third of* ONE *per cent.!* This seems to be a good State to emigrate from; and no one can doubt that those who leave us are among the best of American population. Our young men who go out to serve our country, ever have constituted, as they now do, the van guard of the national army. We shall be wise to devise some means to check this too rapid emigration and save the talent and enterprise now lost, in our own State.

Our Secretary has given his critics on the "Bible Question," a *broadside* that will, we predict, silence their guns for the present, at least.

Mr. Adams is again on the wing. We hear from him at West Concord where he has just closed "a large and good Institute," as he himself expresses it. Long may he be retained to serve our State. No man can do it better.

RESIGNATION OF PRESIDENT PEASE.—We regret to learn that Dr. Pease has not only decided to leave the College over which he has presided for six years, with so much ability, but that he is to leave the State. We can hardly afford to spare such a man at such a *time* as this.

IT IS SO, BUT WE CAN'T HELP IT.—"We are informed by one of our principal publishers, that the *demand for yankee books* is not affected by the war, and that, a few days ago he had an order for a considerable number of a Yankee arithmetic, although his shelves are filled with a work by an eminent Southern scholar, which is confessed to be the best *in* the language.

The war might as well—might better—have never been fought. If the South is to continue a commercial tributary of the North—if, above all, it is to look to the North for the education of its children, it is a subject and dependent province, and nothing more or less, no matter by what mocking name of freedom it is deluded.

As soon as this war is over, a Northern horde of salesmen will overrun the land, or come here to live, and vote down our liberties at the polls. If we do not make provision in our laws to prevent these objects, Southern independence is an idle dream."—*Richmond Va. Dispatch.*

ROUND HILL WATER CURE.—Terms Reduced from $7 to $10 per week at the Round Hill Water Cure, in Northampton, Mass. Open Summer and Winter. (Advertisement in next No.)

SPECIAL NOTICE.—The Normal Institute for Physical Education at Dr. Lewis' Gymnasium, No. 20 Essex St., Boston, opens its second session, Jan. 2d, 1862, to continue ten weeks.

SUPERANNUATED COMMON SCHOOL TEACHERS.—The number of worn-out teachers who received aid in 1860, was 150. Of the 181 teachers whose applications for aid had been granted, 25 died, 3 were not heard from in reply to letters, 2 resumed teaching, and 1 withdrew from the fund. The average period of service of the 150 is 21 1-2 years, and their average age in 1860 was 66 1-2 years."

This is in *Canada.* We in Vermont would be satisfied if the State would provide comfortably for its teachers *while in service.* Would it not appear strange to hear *Col. Thomas,* (who has for the last two years, made so much effort in our Legislature to withdraw all support from our Common Schools,) advocating a bill to provide for Superannuated Teachers?

A REMARKABLE PHOPHECY.—"One of the most striking instances of the fulfillment of prophecy," says the Boston Christian Advertiser, "was pointed out to us lately by an eminent Baptist divine. It occurs in the 8th, 10th and 21st verses of Haggai, chap. iv: 'Behold there shall be a rebellion in the South, a rebellion of strong men and archers, of chariots and bright shields; and the blast of the trumpet shall awaken the land, and the nations shall be astonished thereat. And lo, behold, because of the sin of the South, her mighty men shall be as babes, her gates shall be utterly destroyed, saith the Lord, yea, utterly destroyed shall be her gates, and her rice fields shall be wasted and her slaves set free. And behold, great ships from the North shall devour her pride, and a great storm from the West shall lay waste her habitations. Yea, saith the Lord, and her dominions shall be broken.'"

GOOLD BROWN'S GRAMMAR OF GRAMMARS.—The best book ever written on this subject. No teacher should be without it. Brown's Institutes of English Grammar we have long used in classes with excellent success. See advertisement in another column.

OUR DECEMBER NUMBER AND VOL. IV.—We have delayed the present number of the Journal, that we might ascertain more definitely the feelings and wishes of the friends of education, as to its continuance. Shall the Vermont School Journal "survive or perish?" was the question to be settled. This enquiry has revealed an alarming degree, not only of indifference in regard to the School Journal, but of stupidity in view of the educational interests of the State. This is not confined to that class of persons who would not be expected to appreciate the importance of vigorous action to sustain and elevate our schools, but is found among Clergymen, Superintendents, and Teachers. One clergyman regards it "dissipating to the mind" to read educational works!—One Superintendent cannot take or circulate an educational Journal because the *Tribune* must be taken and read! One Principal of an Academy is TOO POOR to pay 50 cents for the Vermont School Journal and HAS NOT TIME to aid in its circulation! We will not now say what we think of a theology that is all theory, a patriotism that is all politics, and a professed interest in schools that is never felt or manifested abroad.

This enquiry in regard to the continuance of the School Journal, has also called forth the earnest expression of an enlightened abiding and practical interest, not only in this, but also in every enterprise calculated to benefit our schools. Many common school teachers beg of us not to discontinue the Journal. Many others (and some of them were opposed to *starting* the Journal), express their earnest wish to have it continued and offer material aid and co-operation. Encouraged by these expressions, we have decided to hazard the experiment and to promise Volume IV. We shall hope with the aid pledged by our friends, to make the Journal better than it has been. We offer it on terms suited to the times. [See second page of the Cover]. We cannot, as all will see, offer PECUNIARY inducements for efforts to extend its circulation, as we offer it to all below cost for printing,—(We hope to save ourselves by the advertisements which we append.

We, call therefore, upon all to aid us in procuring new subscribers. Let each subscriber send us at least one additional name. We take all the responsibility and perform the labor, with no expectations of receiving one *penny* for our services. May we not, therefore, without presumption, call upon our friends to lend us a helping hand? The Journal "still lives," may it never die. O.

NOTICES OF BOOKS, PUBLICATIONS, &C.

GREENLEAF'S MATHEMATICS.—We have for more than twenty years used some of Greenleaf's books in our School. First, the NATIONAL ARITHMETIC, as it was; afterwards the COMMON SCHOOL ARITHMETIC; then both together much improved. We have used the MENTAL ARITHMETIC with great success. Still later, the Algebra, all things considered, the best book of the kind extant. Now comes the Elements of Geometry and Trigonometry, which appears so well, we have decided to introduce it next term, and doubt not, we shall find this book like the others, able to endure the ordeal of the school room. We call attention to the Publishers' advertisement in this No. of the Journal. O.

BUTLER'S ANALOGY.—With an Introductory Essay by Albert Barnes. We call attention to this well known work, to notice the fact that the enterprising publishers, Messrs. Ivison, Phinney & Co., have issued a very fine edition, with an Appendix of Questions by Leonidas S. Smith. These must greatly facilitate the study, and especially the review, of the work with classes. New York.

ATLANTIC MONTHLY.—December 1861. Home of Lafayette; Field Night in the House of Commons, Legend of the Lake, Agnes of Sorrento, New Counterblast, The Wolves, Story of To Day, Health in the Hospital, Story of Thanksgiving Time, Song in a Dream, England and Emancipation, Union and Liberty, How to Rough it, Self-Possession versus Pre-Possession, Reviews, &c. This number is fully up to the high standard which this excellent monthly has so long held. The January number commences Vol. IX. The best talent of the country are enlisted: Prof. Agassiz, Nath'l Hawthorne, Dr. Windship, Jas. Russell Lowell, Bayard Taylor, and many others, each in his appropriate field. Ticknor & Fields, 135 Washington St., Boston. We will furnish the Atlantic and two copies of our Journal, during 1862, for Three Dollars.

PETERSON'S MAGAZINE.—We are in receipt of this popular Lady's Magazine for December. It is a splendid number. The title page for 1861 is a very beautiful winter scene. "Peterson" will be greatly improved in 1862. It will contain 1000 pages of double column reading matter; 14 steel plates; 12 colored steel fashion plates; 12 colored patterns in Berlin work, embroidery or crochet, and 800 wood engravings—proportionately more than any other periodical gives. Its stories and novelets are well written. In 1862, Four Original Copyright Novelets will be given. Its Fashions are always the Latest and Prettiest. Its price is but Two Dollars a year, or a dollar less than Magazines of its class. To clubs it is cheaper still, viz:—three copies for $5, five for $7.50, or eight for $10. To every person getting up a club, the Publisher will send an extra copy gratis, as a premium. Specimens sent to those wishing to get up clubs. Address, Charles J. Peterson, 306 Chestnut St., Philadelphia.

ARTHUR'S HOME MAGAZINE for 1862! *Edited by T. S. Arthur and Virginia F. Townshend.*—The *nineteenth* volume of the Home Magazine will open with the number for January 1862. In all respects the work will continue to maintain the high ground assumed from the beginning. Rare and Elegant Premiums are sent to all who make up Clubs.

TERMS, *in Advance.*—$2 a year; 2 copies, $3; 3 copies, $4; 4 copies, $5; 8 copies, and one to getter-up of club, $10; 12 copies, and one to getter-up of club, $15; 17 copies, and one to getter-up of club, $20.

Address T. S. ARTHUR & CO., 323 Walnut St., Philadelphia.

ALL CATALOGUES of schools in the State, sent to us, will be noticed next month.

VERMONT SCHOOL JOURNAL,

Devoted to the Educational Interests of the State,

—AND—

Published under the Sanction of the Vermont State Teachers' Association.

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VOLUME FOURTH.

WEST BRATTLEBORO'.

1862.

* Mr. Leavenworth was Associate Editor one half of the year.

THE

VERMONT SCHOOL JOURNAL.

Vol. IV. JANUARY, 1862. No. I.

From Report of Board of Education.

THE COLLEGE AND COMMON SCHOOLS.

The college lies at the bottom. It is the source of the other and lower grades, and demands the most careful cherishing, even when we extend our views no farther than the common schools. They never have flourished, they never will flourish, they cannot flourish, without the college; because without that their root is cut off, and they must die, as soon as the vitality they have already derived from it is exhausted.

To see the reason of this, it is only necessary to consider that the hearty fostering and support of the common schools, like all other similar interests, depend upon the moral and intellectual tone of the community i. e.; upon the *cultivation* of the community. And we need not take time to illustrate the fact that cultivating and elevating influences descend from the higher upon the lower; they do not ascend from the lower into the higher. It is the cultivating power of the higher and profounder learning of the college that communicates the tone and sentiment, that appreciate rightly the common school. In the order of influence and power the college stands first, and is the condition without which the other would not exist. Our boys, it is true, begin their education in the common school, and go through the grades above until they reach the college. But it is the college that draws them up and allures them forward, and helps them onward. It is the college that develops and matures the science, the elements of which are learned in the

common school. It is the college that educates the men who make the books learned in the common school. "Webster's Spelling Book, from which millions of our countrymen obtain the first elements of learning, required all the learning of a Webster to compose and adapt it to its important use. And there is no service his learning has done his countrymen, so great as that which it has wrought in the production of the Elementary Spelling Book. It is the product of the college. Is it to be supposed that every teacher in the common school is able to construct the Maps and Charts which he uses in his daily lessons in Geography? Not one of them, probably, could do it. They are the result of the highest Mathematical knowledge and skill. They are the product of the college. And so of the rest. They are the fruits of a learning which knows how to adapt the elements of knowledge in such a way as to lead best and most easily to that which awaits the boy in a higher sphere. So that the whole community, both men and women, are, in an important sense, college educated. The learning, more or less, which we have derived from books is college learning. One may have followed up the stream no higher than to the common school; another may have stopped half way at the academy; another may have gone farther and drank at the collegiate spring, but whatever the amount and extent of our school education, it is collegiate education after all, as far as it goes.

The idea, therefore, that the mass of the people have no concern in the college, can arise only from want of reflection. The man who will give himself the trouble to look at the subject will perceive that the influence of the college is not limited to those who enter its walls. Indeed some who have not even stepped within its halls, often derive more benefit from it, indirectly, than some others who have had access to all its privileges. A man might as well say that he was not indebted to the ocean and sky for the mountain spring at which he drinks, because he

never filled his dish from the sea; or for the rains that water his field, or the river that floats his merchandise, because he does not engage in foreign commerce. As the ocean is the source from which the clouds derive the rains which water and refresh the earth, so the higher institutions of learning are the chief sources of the good culture which pervades society. There is not one of us who can say: "The college is not for me." It is absurd to say: "I am satisfied with humbler and less remote sources of knowledge. So far as it concerns me, I am content even if their doors should be closed and their halls deserted." That would be as if a man should say: "The sun in the heavens is too high and remote a luminary for my use. I have no interest in it. For my humble wants, I am content with the light that discloses to my view the common objects of use or beauty which lie about me. Extinguish the sun and it concerns not me."

In fact, there is not a tool or implement in common use whose construction does not involve an amount of scientific knowledge quite beyond the thought of those who use it. A good plow is the slow and cautious result of scientific principles, whereby the greatest effect in pulverizing and loosening the soil could be secured; the greatest strength combined with the least weight; and the draught so applied as to exert the greatest power with the smallest strain; questions whose solution involves the most intimate acquaintance with mechanical laws and their applications. Mere experience and ingenuity never made the discovery. The ancients were as observing and ingenious as the men of our day, and we are astonished at the rudeness and inconvenience of their implements. And a farmer of the present day would be regarded almost a barbarian, who should be seen using the heavy, awkward plows, which we can well remember as the best in use, and with no thought of better—less than a generation back. So simple a tool as an axe or a knife, in the perfect form in which we now have them, involves

a combination of scientific and chemical knowledge, to say nothing of mechanical skill, which experience and ingenuity, unguided by science, are utterly unequal to. The rude stone hatchet of the North American savage is a more ingenious instrument than the modern axe, and probably no living man could make one like it. We see in it the highest reach of experience and practice, without the light of scientific knowledge.

The inquiry may be raised whether the arts which science has already invented would continue without the further cultivation and maintenance of the same science. We answer, No. Where science dies out, the arts which have sprung from it are soon forgotten. The pyramids and temples of Egypt have survived both the knowledge and the art which erected them. The petrified nations of the East, as China, for instance, where science was cultivated ages ago, but by degrees declined and disappeared, have made no progress for generations past, except the little which has manifestly resulted from the light recently forced upon them by the aggressive march of the modern civilization, and appear to be as ignorant of even the monuments of their earlier art as their own mummies. For ages all progress has been at a stand-still; and it would require but little aid from the imagination to regard them as *human fossils*. And there is nothing at all incredible in the thought that this should be so. For the stream cannot continue full, after the fountain has become dry. Science is the fountain of art; experience and skill are its channels. Keep the fountains full, and the channels will not be wanting. Dry up the fountains, and what was once a flowing river, with its banks crowned with bloom and verdure, becomes an empty ditch or a stagnant pool.

While, therefore, the public attention is directed to, and their interest quickened in the Common Schools, it should be in no narrow spirit, but with a liberal appreciation of all the relations and interdependencies subsisting in the great system of public education as a whole, that

each part may be strengthened by all the others, and all grow and advance together.

SCHOOL GYMNASTICS.

BY DIO LEWIS, M. D.

I selectcd the bean bag games to appear first in these contributions, because they are simple and the apparatus cheap. Besides they are very fascinating, and will serve to overcome suspicions and criticisms which all new things must encounter.

No. 18. Turn your back to your partner, and bend backwards so that you can see him. He bends back so that he may see you, and then you throw the bag to him as represented in *Fig.* 11. Always cry, *ready!* that he may not be kept waiting too long in an uncomfortable position.

No. 19. Face your partner, and throw from the position represented in *Fig.* 12, holding the bag on the back of the hand.

No. 20. Same as the last, except the left hand is employed.

Figure 11.

Figure 12.

Figure 13.

No. 21. Face your partner, and throw the bag around the back and over the opposite shoulder, as shown in *Fig.* 13.

No. 22. Same as the last, except you use the other hand.

No. 23. Each couple having ten bags; you throw to your partner, and he catches as many as he can hold, folding his arms. (*Fig.* 14.) This one will not ordinarily be played in class, as the number of bags will scarcely be sufficient.

No. 24. The two classes will stand as represented in *Fig.* 15. Place ten bags on a chair or box at the feet of the first player of each class. The leader gives the word, *one, two, three,* and the two classes compete in passing the bags over their heads backwards, to the foot of the class, when they whirl round and immediately pass them back. The class which has the entire ten on the chair or box at its head first, counts one in the game. It is usual to make the game three, five, or ten.

Figure 14.

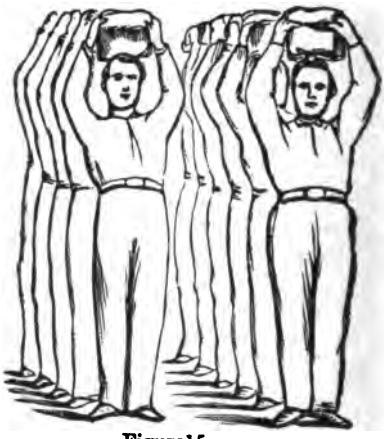

Figure 15.

No. 25. Let the two classes face each other again, and pass the bags as in the last, except that they are carried along in front as high as the chest, being careful not to stoop forward.

No. 26. Let the bags be placed at the head of one of the classes. We will call this class No. 1; the other class No. 2. The first player in class No. 1 throws a bag to

the first player of class No. 2, who throws it back to the second player in class No. 1, who throws it back to the second player in class No. 2, who, in turn, throws it to the third player in class No. 1, and so on, working it down to the foot of the class.

But one bag is not allowed to make the trip alone; all follow, one after another, in rapid succession.

In this game the bags are all thrown from the chest with both hands, as represented in No. 1 of the bag exercises. (See Dec. No., page 359.—Eds.)

No. 27. The whole company may now be divided into trios, each trio playing with three bags, as represented in *Fig.* 16. Each one throws the bag to the player at his right hand, and at the same time catches the bag thrown from the player at his left.

Figure 16.

To secure the proper distance between the players for this game, they should take each other by the hands, and pulling hard, they will have the right positions. Each player must look constantly at the one from whom he receives the bags, and never for a moment at the one to whom he throws. If they forget this rule, the bags will soon fall to the floor.

No. 28. Same as the last, except the bags are passed the opposite way.

No. 29. The company is again divided into couples, and each plays with two, three, four, or more bags. A throws a bag with his right hand to B, who catches it with his left hand, and immediately changing it to his right, throws it back to A, who catches it with his left, and changing it to his right, throws it back again to B. (*Fig.* 17.) Two, three, four, or five bags, can be made to perform this circle between two players at the same time.

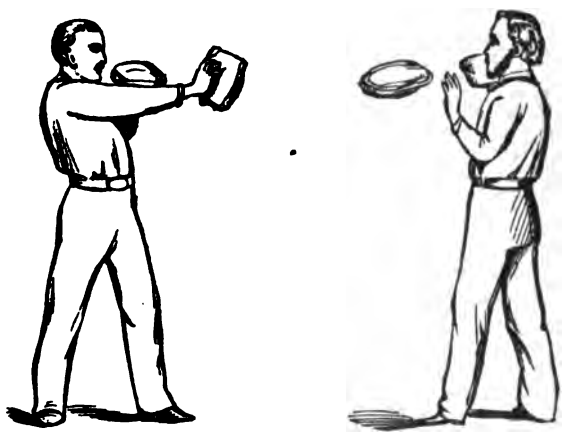

Figure 17.

The bags, in this as in all other bag exercises except one, should be thrown and not tossed.

No. 30. Same as the last, except the bags are thrown with the left and caught with the right hand.

No. 31. Now the players will stand in two classes again, the classes to be six feet apart, and the players in each party to be six feet from each other. Place six bags on a chair at the head of each class. Upon the word *one, two,* THREE! the first player of each class seizes a bag, and runs with it to the second player, who carries it to the third, who in turn rushes to the fourth, and so on to the foot of the class. But one bag is not allowed to make

the journey alone. One at a time the whole six are hurried onward. Instantly and without any signal they are sent back to the head of the class in the same order. The class which has its six bags on the chair at the head of the class first, counts one in the game.

THE MANAGEMENT OF ACADEMIES.

HINT NUMBER ONE.

The academy to-day is not just what it was two generations ago. To-day, instruction in these schools is given almost wholly to classes, and recitation before the class constitutes a great part of each pupil's mental training. and also an important part of the instruction given to the class. The pupil is now both student and teacher. Formerly the class element was much less prominent than now, and the pupil's influence as a teacher correspondingly less. The means of intellectual contact and influence among pupils, is abundantly increased by the present methods. The school has a more distinctly defined character. It has a common life; classes and scholars are but members of an organized vital whole, the protection and education of which are essential to the protection and education of its individual members. In this vitalized wholeness, our academies differ now from what they formerly were, more than anything else. Are not some old customs ill adapted to this new condition? Yes; and one of them is the admission of pupils for less than a whole term.

Where this is permitted, the spirit, the life and character of a school are liable to be changed during each term, or, what is worse, to be unsettled throughout it. Classes carefully organized and arranged at the earliest possible moment in the term, must have their time of reciting changed, causing derangement in the plans, and a consequent loss of time to many students; must have their harmony disturbed and their efficiency weakened, by the admission of members without the preparatory training on

which the spirit of the class and its future success depend. And again, the *esprit de corps* of the class is broken, and perhaps its remaining members discouraged, by losing a part of its number when in full progress. Can an army subject to such disadvantages act efficiently? Let the history of our Revolutionary War and of the last summer testify.

In any school which is worth attending at all, a term is a complete whole, having beginning, middle and end, no one of which is complete without the others. They cannot be enjoyed, one one term and another the next. Text-books, teachers, pupils, the number, age, proportion of sexes of pupils, the health of teachers and pupils,—none of these are unvarying. Some are very variable—all are important conditions in the life of a school. Can one term complete what another has begun? But the worst of it is, half-term scholars seldom make any attempt to begin and complete anything, and it is this which renders half-term attendance a rarely mitigated evil. The pupil thinks, and with some reason, that it makes but little difference what he studies for so short a time; he feels, too, if he does not think it, that no great obligation rests upon him to be strictly observant of the rules of a school he is to be a member of for but five or six weeks; and the result is indifference of spirit and indifference of performance, which must needs affect some more permanent members of the school, until it lowers the ambition and lessens the ability of every member of the school, and lessens the ability of the teacher also.

Are there any remedies for half-term and other irregular attendance? Yes. First of all, make your school to be really an excellent and attractive one. Then let it be a rule to charge every pupil the tuition of a full term, and deviate from it only in the rarest cases. Let it be a rule to form no new classes after the second, or at furthest, after the third day of any term; and deviate from it never. Excuse no scholar before the close of the term, except

under imperative necessity. Affix such penalties to the leaving of school before the close of a term as are best suited to your locality. All these suggestions are now carried into effect in some of the schools of our state, and with energetic and cautious action, could be carried out in every one of them in a short time. Shall not the number be increased? Who says, "Put my name down, sir?"

WARD.

OUR COUNTRY AND OUR HOME.

JAMES MONTGOMERY.

"There is a land, of every land the pride;
Beloved by Heaven o'er all the world beside;
Where brighter suns dispense serener light,
And milder moons emparadise the night;
A land of beauty, virtue, valor, truth,
Time-tutored age, and love exalted youth.
The wandering mariner, whose eye explores
The wealthiest isles, the most enchanting shores,
Views not a realm so beautiful and fair,
Nor breathes the spirit of a purer air;
In every clime, the magnet of his soul,
Touched by remembrance trembles to that pole;
For in this land of Heaven's peculiar grace,
The heritage of Nature's noblest race,
There is a spot of earth supremely bless'd,
A dearer, sweeter spot than all the rest,
Where man, creation's tyrant, casts aside
His sword and sceptre, pageantry and pride,
While in his softened looks benignly blend
The sire, the son, the husband, father, friend.
Here woman reigns; the mother, daughter, wife,
Strew with fresh blossoms the narrow way of life;
In the clear heaven of her delightful eye,
An angel-guard of loves and graces lie;
Around her knees domestic duties meet,
And fireside pleasures gambol at her feet.
Where shall that *land*, that *spot of earth* be found?
Art thou a man?—a patriot? look around;
Oh! thou shalt find, howe'er thy footsteps roam,
That land *thy* country, and that spot *thy* home."

Whatever is necessary to be done, can be done. Nature is too wise and beneficent to yoke necessity with impossibility.

RAISING THE WIND.

"Do you know where a school is to be had?" said a spruce young Sophomore to me not long ago. "A friend of mine wishes to get a school somewhere. He wants to raise the wind." "Opportunities," I replied, "are few, as there are far more applications than places." He passed on, but his last remark came ringing back into my ears. I could not forget it. He wants to raise the wind. He wants to get a little money to help him through his studies, or to satisfy some immediate demand. He has, probably, no *intention* of making teaching a profession. He has no elevated and noble conceptions of a teacher's duties, influence, and responsibilities, or the dignity of his calling. He *cares* for none of these things. The ultimatum of his wishes will be realized, should he find a committee foolish enough to employ him; when, after having eked out his twelve or fourteen weeks, he receives the coveted price for which he consented to stay in the schoolhouse. What a motive to animate the bosom of a young man who aspires to the office of an instructor of youth! and what will be its probable effect upon his pupils? So far as a teacher possesses any influence over his scholars, so far he will impress upon their minds his *own* ideas, or the prominent traits of his own character. If he is himself actuated by unworthy motives, he will place unworthy motives before them. If he is vain, self-conceited, or unprincipled, he will impart to them a portion of his own character. But if, on the contrary, he is animated by noble and generous impulses; if he is moved by lofty aspirations, and inspired by a holy purpose to elevate our common humanity; if he earnestly seeks to confer upon his pupils a great and lasting good; he will find them unconsciously catching the inspiration of his sentiments, and imitating his noble example. "Whatsoever a man soweth that shall he also reap," is no less true now than when penned by the divine apostle. He that soweth to the wind, may be sure of ultimately reaping the whirlwind;

and the short-sighted individual who undertakes to teach school with no higher motive than that of "Raising the Wind," may raise such a tempest about his head that all his shrewdness will not be able to control it, or prevent its hurling him to a just and merited oblivion. C. A. C.

OBJECT TEACHING.

John Amos Comenius, an exiled teacher of Austria, about the middle of the seventeenth century, wrote:—"Instruction must begin with actual inspection, not with verbal description of things. From such inspection it is that certain knowledge comes. What is actually seen, remains faster in the memory than description or enumeration, a hundred times as often repeated." The great Swiss educator, Pestalozzi, said, at the close of the sixteenth century: "Observation is the absolute basis of all knowledge. The first object, then, in education, must be to lead a child to observe with accuracy; second to express with correctness the results of his observation."

This subject, is, at present, attracting much attention among the best educators of our land, and it becomes all who assume the position of the teacher, to become familiar with this method of instruction. This system implies teaching from objects; the unknown from the known.

To explain this principle as applied in instructing pupils before they begin to gain knowledge from books, we will take a simple example from "Calkin's Object Lessons."—

How many eyes have you? What are your eyes for? What do you call this eye? "The right eye." And this? "The left eye." Now look at the eye of the child next you and tell me what you see—look at the middle of the eye. "I see a small round black spot." See if the spot is the same in other eyes. This spot is called the *pupil.* It looks black because the inside of the eye into which we look through it is dark. It is through this opening that the light enters the eye and enables it to see. What

do you observe around the pupil? "A colored ring." Look and tell me if the ring is of the same color in every eye. "No; in some it is blue, in some black, in some gray, and in some brown." When it is blue what would you say of the eyes? "They are blue eyes." Yes; and when quite dark, we say the person has black eyes. This colored ring around the *pupil* is called the *iris.*

Now look at each other's eyes again, and tell me what you observe outside of the *iris.* "Something that looks like a white ball." That is called the *eye-ball.* How many eye-balls have you? What have you on your eye-ball? "The *pupil* and the *iris.*" On what part of the *eye-ball* is the *pupil?* "On the front part, in the middle; the *iris* is around it." Now I wish you to examine the position of the eye in the head, and tell me what you observe. "It is placed in a hole in the head." That hole is called a *socket.* Now tell me once more how the eye is placed? "It is placed in a socket, with bones all around, except in front." Now observe how the forehead juts over the eyes, and how the nose rises between them, and how the cheek bones protect them from injury. If some one should strike you over the eyes, you see how admirably they would be protected from severe injury. Can you tell me what covers the eye? "The *eye-lid.*" How many eye-lids have you to one eye? What do you call the eye-lid nearest to your forehead? What the one under the eye? Which eyelid am I touching? "The upper eyelid of the right eye." What is the edge of the eyelids? What do you call the hairs at the edge of your eyelids? Are there any other hairs near your eyelids? What are they called? Where are your eyebrows? Of what use are the eyebrows? "For good looks." Well, that may be one of the uses, but it is not the most important one. You have sometimes perspired so that the water would drop from your forehead; now can you tell me where the water drops off? "At the end of the eyebrows, on each side of the face." You have seen an eave-trough, in which the water is carried along the eaves to the corner of the house, and there poured down in one stream. Well, the eyebrows are the eaves to the forehead, and they prevent the perspiration from running down into the eye. The eyelashes also are a protection to it, besides making it look well. There are a great many small particles of dust flying about in the air, and the eye-lashes by winking keep

them from going into the eye. There are a great many more interesting things which I might tell you about the eye, but I will leave them for another lesson. H.

HARD STUDY NOT UNHEALTHY.

President Felton, while presiding at the first Commencement of Dr. Lewis's Normal Institute for Physical Education, combatted the notion that hard study is unhealthy.

"It is frequently supposed" he said, "that hard study is very unhealthy, and it is even supposed, by some, that young people kill themselves by hard study. I wish to say, emphatically, that all these stories are monstrous fabrications: that no child, girl, boy, man, or woman, ever died of hard study, or even injured himself by hard study; and that all complaints made against schools, of injuring the health of students by hard study, are utterly calumnious and false; and that among the most healthful exercises, the exercises that most promote vigor, strength —physical vigor, physical strength—is the exercise of the human brain—which is itself a physical organ—only it must not be exercised alone. But the pale and puny student, who flatters his self-conceit that he is suffering dyspepsia, and all the ills that come with it, because he is so *intellectual*, may not 'lay that flattering unction to his soul' any longer; it is because he is a *fool*, it is because, he is a fanatic, it is because he has *not* exercised his brain, and neglected the other parts of his system also. With a sound system of physical exercise, and healthy modes of living, that same pale and self-fancying intellectual being would accomplish twice, four times the intellectual work that has brought him to death's door—and he prides himself on being in that very pleasant position.

"It has been proved, by statistics, that among the longest livers, as a general rule, are the most intellectual. Professor Pierce, of our University, examined the subject, and he found, somewhat to the surprise of a portion of community—I won't say what portion—that, taking classes in the average, those that are the first to die are those who are the dullest and stupidest and most irregular during their college life; while, as a general rule—of course there are exceptions, but exceptions prove the rule in this as in all other things—that good scholars, those who exercise their brains constantly, thoroughly, faithfully, and

have performed all their duties conscientiously, are the longest lived. I think these are facts really worth being impressed upon the young."

THE STUDY OF GRAMMAR.

This science is at once the most important and the most sadly abused of any pretended to be taught in our public schools. In most of them instruction in it, as far as attempted, is worse than useless—it is disastrously injurious. Prof. Russell aptly illustrates the too common effect of the usual method pursued, as follows:—

A boy who had studied grammar a long time, got tired of it, and did not wish to go over the definitions again.—To test him, the new teacher asked him, "Do you think you understand all that you have studied?" "O yes, sir, I know it all." "Well, here is the definition of an indefinite article; what is that?" "A or an is styled the indefinite article, and is used in a vague sense; in other respects indeterminate." (This he had learned, word for word, from his grammar.) "Do you understand that fully?" "O yes, sir." "Will you tell me what 'styled' means?" "Why, it means something sort of grand-stylish." "What does 'article' mean?" "It means, why it means anything which we see." "What does 'vague' mean?" "I do not know, sir." "Well, what does 'indeterminate' mean?"—"Being very determined about it, sir."

The above is an extreme illustration, I allow, but every one of my readers who has had any pedagogic experience, has frequently met with as extreme cases. The practice of taking scholars 'through grammar,' i. e.; of requiring them to commit to memory its definitions and rules, without stopping to illustrate every principle as it comes up, by example upon example, and carefully to define the exact meaning of every word used, may safely be put down as the common cause of this mischief. Much has been said and written upon the question, At what age shall scholars begin the study of grammar? If they are to be taught in the 'old way,' the way which I was 'put through,' they will never be old enough to travel it with-

out receiving many a scratch and a tear from the briers and thorns that line it and hedge it up, whose scars time and pains-taking culture will never efface.

But if the child is to be taught the correct use of his language, let the mother initiate him to a familiarity with its simpler forms, (which in our language, fortunately, we have often thought, are the most irregular.) When he passes from the nursery to the school-room, let the teacher take up the work where the judicious and watchful parent has left it, and carry it on in the same common sense way. But if the parent has neglected this necessary initiatory instruction, then the teacher, in order to succeed, must commence where the parent should have commenced, and first carefully weed out the errors that have taken root.

Fearing that I shall be too lengthy, if I attempt, at this time, an exposition of my own views, I will simply state my belief that the study of grammar—the correct use of language, is the first in importance and the first in order of time, and close with the following "HINTS," by J. R. Richards, "on the way by which the *early* study of grammar may be made both profitable and interesting.

First. Do not plunge the pupil at first, a la Brown or somebody else," (I would say in this part of Vermont, *a la Green*,) "into a maze of rules for writing, rules for spelling, rules for punctuation, rules for the use of capitals, and rules for every thing. If they must be learned at this time, do it yourself some night, after the fatigue of a hard day's teaching, but let the scholar go free for a time.

Second. While you require correct definitions from the pupil, be sure to make them intelligible to his mind.

Third. Give abundant practice, both in true and false syntax.

Let grammar be thus taught by a live teacher, and it will soon cease to be the dread of the pupils, the trouble of the teacher, the '*pons asinorum*' of authors and publishers, and the fifth wheel of the scholastic coach, in the minds of the public." A. E.

EDITORIAL DEPARTMENT.

THE PAST AND FUTURE.

The year has come and gone, and it has borne on its resistless current, events of written history. The heart does not beat, the brain does not throb on earth, that is capable of appreciating the tremendous range of consequences involved in these events. A *civil* war was born of this year, in our beloved country. A million of men are to-day in arms. We hear the most grating thunder-peals of horror; the artillery of death and disaster roars and crashes from field and fort; blaze and ruin follow the tread of hostile armies. But amid this "din of battle" and "clash of arms," there arises prophetic organ-tones of praise; merry bells ring notes of joy; sweet voices as in dreams, sing of coming peace; and even from the raging storm we gather elements of hope that America has in prospect a fairer future than she has ever realized.

This is a war of principles; a war of right against wrong; of freedom against slavery; of intelligence against ignorance. Had the North and West done no more for the cause of education than the South have done, this war would never have been; had the South done as much to diffuse knowledge among the people, there would have been no cause for the war. In the first instance, barbarism would have held unbroken sway over this fair land; in the second, an intelligent and heaven-born freedom would have been the common birthright of *all* Americans.

We see, therefore, that the Teachers of Vermont have an important interest in this fearful struggle, and we may infer that we have important duties to perform in connection with it.

Our army is fighting for the perpetuity of the glorious institutions which our fathers founded upon free schools and free churches. Our teachers are laboring for the same object. Without the army, the rebellion could not be

crushed; without the school master, our victories would avail nothing for the future. It is theirs to break down a fearful despotism reared upon the ignorance and degradation of the people, and to build up a higher and purer civilization; it is ours to preserve our educational field from waste and ruin. Can we safely relax our efforts? Can we innocently neglect any part of our great work in these times? By no means. There never was a time in the history of Vermont, when there was so much need of special effort on the part of the friends of education, as the present. The Academy, Seminary and College must be cared for; our common schools must be elevated; our "School Journal" must be sustained and our *living* Secretary should be encouraged by the earnest co-operation of every friend of education in the State. It is not enough that we take care of our private interests; the *public* has a demand upon our time and efforts. If any teacher fails to acknowledge the fact, he is unworthy of the name, or the position he occupies.

We wish our fellow laborers and patrons "A HAPPY NEW YEAR." But we can be sincere in this expression only so far as we wish them fidelity in the important work assigned them. Happiness comes not from *seeking*, but in the faithful discharge of individual duty.

RATHER HARD.—A *Lady*, in a letter just received, comments as follows upon a part of our editorial of last month. "A teacher who is 'too poor' to take the Journal, must indeed be a *poor teacher*." Look out, gentlemen, how you attempt to economise. There are hundreds of *females* in the State, (who earn not more than two dollars per week,) who regard themselves able to take and pay for the Journal, while Principals of Academies plead *poverty* as an excuse. One of these public Teachers who claims the confidence and patronage of the community, has raised *one penny* to pay the *return* postage of a copy of the Journal which was sent to him gratuitously!!

FOR SEVENTY FIVE CENTS we will send one Copy of the

School Journal one year, and a copy of "Gleanings From School Life Experience." Who will send us new subscribers? See prospectus on the cover.

DON'T WAIT TO BE DUNNED AGAIN.—We want the 50 cents, the 75 cents and the $1.00, due us for "value received." Hundreds of dollars still remain unpaid, and yet we have been obliged to advance it to our printer.

A GOOD RESULT.—We are happy to learn that in many instances, the "Remarkable Prophecy," which we published last month, had its desired effect,— viz: to lead the reader to "Search the Scriptures." For a *genuine* 'Remarkable Prophecy,' see Daniel, XI; 40, 41, 43, 44.

MARLBORO' HOTEL on Washington St., Boston, has been our home when in the City, for 20 years. To all who desire an orderly, quiet House, where they will not be annoyed by the fumes of tobacco, or the stench of rum, and where they will receive kind attention and good fare, at moderate prices, we would say; Call at the *Marlboro'*.

WE DON'T KNOW WHICH.— "———— Dec. 30, 1861."
"My Dear Sir:"

"I wish to send my daughter to your school. If you can accommodate her with a good room I will send her next week. Reply by return mail. Yours, truly, &c. B. W."

I must answer this letter, but am puzzled to know how to address my correspondent. Shall I say, Mrs. W., Dear Madame; or Mr. W., Dear Sir? A mistake on so vital a point would be *ludicrous*, yet, I have no means of knowing and must risk a failure of "guessing right." The hand writing is somewhat *feminine*, and the mother often takes the lead in such matters; so I begin "Mrs. W., Dear Madame," and in a note at the bottom apologise, *if* I have made a mistake. Whether to address *Miss* or *Mrs.* is sometimes equally doubtful. Now, is there any way to solve such doubts? I do not know of any, unless each writer indicates the fact in his signature.

CALEDONIA AND ORLEANS COUNTIES have come up nobly to the work of sustaining the Vermont School Journal, as have also Washington and Orange Counties. Principals, Clergymen and Superintendents seem in earnest. They are pledging subscribers by the hundred. Every teacher in one town has become a subscrib-

er. If the friends of education in the other counties should do as much, the Journal would be well sustained. All that is necessary, is a little *interest* and *effort*, and nothing is accomplished in any enterprise without these. Who will lead the way?

THE BEST SCHOOL BOOKS.—Among the best books in use in our Schools are *Quackenbos' Rhetoric*, *Quackenbos' Philosophy*, *Youman's Chemistry*, and *Coming's Physiology*, all published by D. Appleton & Co., 443 and 445 Broadway, New York. See their advertisement in another column.

IMPORTANT TO SCHOOL-MASTERS.—"In the Vermont supreme court it has been decided that though a school-master has in general no right to punish a pupil for misconduct committed after the dismissal of school for the day, and the return of the pupil to his home, yet he may, on the pupil's return to school, punish him for any misbehavior committed out of school, which has a direct and immediate tendency to injure the school, and subvert the master's authority. The rights of teachers in punishing pupils, and the limitations to those rights, are clearly set forth in the opinion of the court."

This is what we have always maintained, though we have had before no *legal* advice on the subject. Judicious law is always the expression of common sense, and nothing can be plainer than that the master should have entire control over the pupils at all times and everywhere, and have power to punish, so far as their conduct has a tendency. directly or indirectly, to injure the School or to subvert his authority. The scholar is subject to the rules of School, at any rate, as soon as he *leaves* home and until he has returned, by permission of his master. And even *at home*, while under the authority of his parents, he may also be subject to the Teacher. For instance, three rebel boys have left school, at night, with a determination to annoy their master as much as possible. With permission from their parents, they spend the evening together, devising mischief and executing their plans. They have done nothing *at school*, worthy of censure, yet, have raised a rebellion in the school. Shall not the master inflict the deserved punishment and restore and maintain his authority? Most surely And if he understands his business, he has not *dismissed* his school during the term: only *excused* them to go home.

NOTICES OF BOOKS, PUBLICATIONS, &C.

METHOD OF CLASSICAL STUDY, illustrated by questions on a few selections from Latin and Greek authors. This is a small hand-book prepared by Samuel H. Taylor, L. L. D., Principal of Phillips Academy, Andover, Mass. It illustrates the distinguished author's method of instruction in the classics. Published by Brown & Taggard, Boston.

Atlantic Monthly.—The January number commences Vol. IX. Among the valuable contributions to this number are, Methods of Study in Natural History, by Agassiz; Agnes of Sorrento, by Mrs. Stowe; Love and Skates, by Maj. Winthrop; Autobiography of a Strength Seeker, by Dr. Windship; James Fenimore Cooper, and Fremont's Hundred Days in Missouri.

The Continental Monthly.—A Periodical devoted to Literature and National Policy. 112 pages, neatly printed and on good paper. Among the contributors of the present and future numbers, we notice the names of *Hon. Daniel S. Dickinson, Hon. Geo. Bancroft, Hon. Horace Greely, John G. Whittier, Bayard Taylor, and Rev. Henry W. Bellows.* It needs no further recommendations. Price, $3 per year. Address, J. R. Gilmore, 110 Tremont St., Boston.

SCIENTIFIC AMERICAN.— We do not believe that, even in this age of cheap publications, any work can be more reasonable than the terms of the *Scientific American* at $2 per annum, with twenty-five per cent discount for clubs of ten. It forms a yearly volume of 832 pages quarto, with an immense number of original engravings of patented machines, valuable inventions, and objects of scientific interest. There is not an industrial pursuit which does not receive a share of its attention. It contains official lists of patent claims, important statistics, practical recipes for useful domestic purposes, and has long stood, both in this country and Europe, as the highest authority in the mechanic arts and sciences. There is no publication more valuable to the farmer, the miller, the engineer, the iron founder, the mechanic, or the manufacturer. We have never opened a number without learning something we never knew before, and obtaining valuable information for the benefit of our readers. The Publishers, Messrs. MUNN & Co., of 37 Park Row, New York, have deserved the success which they have achieved. No one should visit that city without calling at their palatial establishment, which is a museum of inventive genius, collected from the

entire world. If any of our friends away off in the country do not know this work, and will take our advice, they will mail $2 and become subscribers immediately, or by applying to the Publishers they can obtain a specimen copy gratis, which will be sure to confirm the truth of our recommendation.—*Louisville Journal.*

We fully indorse the above, and would recommend our readers to take Prentice's advice, and subscribe for the paper. A new volume commences on the first of January, and it being a valuable work of reference, containing, as it does, the only list of patent claims published in the country, every number should be preserved. The paper is published every Saturday, by the well known patent agents Messrs. MUNN & Co., who have conducted the paper during the past sixteen years.

In addition to furnishing specimens copies of the paper gratis, the publishers will send a pamphlet of advice to inventors, free of charge. Address, MUNN & CO., 37 Park Row.

PETERSON'S MAGAZINE for January is all that was promised in our December notice, — Engravings, Fashions, Receipts, etc., with a great variety of reading matter.

GODEY FOR 1862 promises to maintain its high reputation as a Family monthly. It is too well known to require at our hands further notice.

Walton's Vermont Register and Farmer's Almanac for 1862. Besides the large amount of valuable statistical information, this Register contains an accurate map of Vermont. Published by S. M. Walton, Montpelier.

Lewis' Journal of Physical Education:—Vol. II, No, 1, January, 1862.—This is a neatly gotten up and valuable work. It is issued this year in monthly numbers of a size convenient for binding in book form, and is largely illustrated. It is a jewel beaming with wise suggestions for regaining and preserving health.

CATALOGUES RECEIVED.

University of Vermont.—Undergraduates, 78; Medical Students, 67. Calvin Pease, D. D., President.

Newbury Seminary and Female Collegiate Institute.—Students in Institute: Graduating Class, 11; Undergraduates, 41. In Seminary, 291. Rev. F. E. King, A. M., Principal.

Springfield Wesleyan Seminary and Female Collegiate Institute —Students in Institute, 36; in Seminary, 177. Rev. C. M. Dean, A. M., Principal.

Barre Academy.—Graduating Class, 16; in Classics, 84; English Department, 141. J. S. Spaulding, A. M., Principal.

St. Johnsbury Academy.—Students, 185; Fall Term of 1861, 100. J. K. Colby, A. M., Principal.

Glenwood Ladies' Seminary, West Brattleboro'.—First Year, 172; Average, 121. Graduates, 25. Fall Term of 1861, 116. Hiram Orcutt, A. M., Principal.

Orange County Grammar School, Randolph.—Students, 133; Fall Term of 1861, 86. E. Conant, Principal.

Green Mountain Institute, South Woodstock.—Students, 137; Fall Term of 1861, 96. Wm. A. Shipman, A. B., Principal.

Brandon Seminary.—Students, 192; Fall Term of 1861, 107. E. B. Sherman, A. B., Acting Principal.

Thetford Academy.—Students, 102; Fall Term of 1861, J. W. Norton, A. B., Principal.

Caledonia County Academy, Peacham.—Students, 140; Fall Term of 1861, 76. Charles O. Thompson, A. M., Principal.

Leland Seminary, Townshend.—Students, 152; Fall Term of 1861, 102. Geo. E. Lane, A. B., Principal.

Marlborough High School.—Fall Term of 1861, 50. Roswell Harris, Jun., A. B., Principal.

"*Brattleboro' Academy*," A Boarding and Day School for Boys and Young Men, with accommodations for forty students. West Brattleboro'. Four Terms, 115; Fall Term of 1861, 38. A. E. Leavenworth, A. M., Principal.

☞ We call the attention of our readers to our "Advertiser." This department will interest all who want Books, Music, Pianos, or other "necessaries of life."

⁂ Many of our School Exchanges fail to reach us. Why is it, co-patriots?

☞ From the commencement of our mission in the noblest of causes until very recently, we have sent our Journal regularly to the newspapers of the State. Some of them noticed it occasionally the first year, a very few did the same the second year, but the last year they have, with two or three exceptions, ignored our publication entirely. We shall, therefore, send our Journal hereafter, to those papers only, whose editors desire an exchange.

We have, too, from the beginning, been very prodigal of copies of the Journal, sending often *five hundred* per month, gratuitously, to different portions of the State. This we can no longer do, excepting to those who desire specimen copies to use for promoting the circulation of the Journal.

THE

VERMONT SCHOOL JOURNAL.

Vol. IV. FEBRUARY, 1862. No. II.

A PLEA AGAINST OLD HEADS ON YOUNG SHOULDERS.

In my early experience as teacher, I became aware of a certain degree of ill-success in the training of my younger scholars. It occasioned me no little mortification and self-questioning, but the cause of it I could not ascertain. I have since thought that I have discovered my error. At any rate, my views on a fundamental question in the instruction of children, have undergone a change; and as I do not remember to have met with anything bearing on this matter outside of my own experience, I send you my present views for what they are worth.

There are no maxims of more value to the teacher than those which inculcate the necessity of *thoroughness;* and perhaps no one of these is more valuable than that one which forbids the allowing our pupils to go any farther or any faster than they can well understand. I hope nothing that I shall say will lessen the authority of these maxims over any teacher's mind. And yet, all good rules in matters of education imply the exercise of good judgment on the part of one who rules them; and also good rules become bad so soon as they are driven with an unthinking and dogged uniformity, through thick and thin, over rough and smooth, up hill and down. The pilot who, on clearing New York harbor, should head his ship for Liverpool, and then make his helm fast and go to sleep, resolving to heed

neither wind, nor current, nor rolling seas, nor breakers, would be no more fool-hardy than a teacher who should undertake to carry out exactly and mechanically, the good rules of his educational chart. Now I venture to say that there is such a thing as enforcing the good rule I have mentioned,—that the pupil shall be allowed to go no farther and no faster than he can fully understand, greatly to his detriment, especially in the case of a child. It seems to me that children ought to be required to learn many things which they cannot fully understand, and that the teacher should be satisfied with their learning them accurately and familiarly, leaving the understanding of them to a later period. It seems to me that nature plainly indicates this by giving children an active and retentive memory long before the judgment and reason are well awake—more active and efficient indeed, than at any other period. Does not this undoubted fact plainly show nature's intention that this period should be occupied with laying up a store of mental pabulum for the understanding to ruminate upon afterwards? During this period a certain kind of useful knowledge can be gained securely and with a good degree of pleasure, which can hardly be gained afterwards at all, and partially only at the expense of great vexation and disgust. I mean what may be called *formal* knowledge, such as the mechanical parts of reading and writing, mathematical tables, and the paradigms of grammar. On the other hand, the appreciation and use of principles is at this same age a slow and somewhat painful process which ought indeed to be encouraged as the beginning of a higher order of mental activity, but not prematurely over-taxed. A boy of twelve will learn his Latin declensions and conjugations readily and with pleasure: to a young man of twenty-one they are tedious beyond expression. But the young man will readily understand and apply principles of Syntax which are mere riddles to the boy. Is it good economy to tax the reason when it

works feebly and at a disadvantage, with questions which it will solve easily by and by, taking, besides, so much time and effort away from other faculties which are now in their hey-day and prime?

I have spoken only of the *memory*, as working with ease and consequently with pleasure in children. The same is true of the perceptive and imitative faculties. Lord Bacon has somewhere a valuable suggestion respecting the great accession of knowledge to be hoped for from a more thorough cultivation of the senses. How much more the human eye, for instance, is capable of than it has ever yet attained, I do not suppose we of this generation have yet dreamed of: but something of its wonderful capabilities is hinted at in the almost incredible exploits of the French conjurer Houdin. The same remark would also apply to the ear, and to the other bodily senses. Beside these, there is a class of operations more strictly mental, which we are constantly performing all our lives long, and which children can learn to perform with exactness and dispatch. In this region, rather than in studies which should investigate systems and principles, lies the true work for the early years of a comprehensive education.

If I should now descend to particulars, I fear I should shock some of my readers worse than by my general position. For instance: I repent heartily and entirely of the perversity with which I bothered some of my little scholars in the attempt to make them understand the principle of "borrowing ten" in subtraction. There was one bright little fellow in particular that I plagued almost to distraction, and I feel now as though I would like to go and apologize to him, and if now that he is a young man, he has any thing of the old difficulty about "borrowing," I would right gladly *lend* him ten, in atonement for my fault. If I had a class of boys now of his age, I would never say a word to them about the reason of the process. I would take great pains to have them perform operations in subtraction rapidly and accurately, and with that, I

would be satisfied for the present. If you ask me what age I am speaking of, I answer, the age which boys can profitably be required to perform operations in the four simple rules of Arithmetic, but cannot as yet understand the principles involved in those rules. For such an age I contend there is.

By this time, I doubt not many of you are impatient to exclaim, "Why, I have succeeded in that same thing every time I have tried it—with my youngest scholars! Well, dear teacher, so I thought I had, till I discovered that what I had supposed was *understood* as a *principle*, proved to have been merely learned as a matter of memory. So I found it repeatedly. So I doubt not you will, if you take pains to ascertain the fact.

But I do not intend to specify in detail at what age this and that should be learned mechanically, and at what age understood in their principles. That would be violating my own position. There is nothing but good judgment which can decide in such a matter. Do not think that I would advocate the more extensive practice of "learning by rote." I would have children understand all they are capable of understanding. But there are some things which I would have children learn "by rote" now, which they cannot now understand. But by all means let them learn them well—for that is the main motive for their learning them now at all. M. H. B.

The understanding is not a vessel which must be filled, but fire-wood which needs to be kindled; and love of learning and love of truth are what should kindle it. He who hears the words of another, and does not kindle his own understanding at them as at a light, is like one who goes to his neighbor after fire, but instead of bringing it, sits down there and warms himself. He is as if reddened by the fire-light; he may have an outward appearance of learning, but the inside rust of his soul does not glow with heat, nor is the darkness driven out of it.—*Plutarch.*

Extract From Prof. N. G. Clark's Address at Middlebury.

THE MORAL POSITION AND INFLUENCE OF THE TEACHER.

Society finds it convenient to divide the various agencies of human culture into various classes, nominally distinct in their operations, yet all ruled by one common law —the highest and the best development of the man—of all there is in him of power for good and noble ends, whether of muscle or of brain, of intellect or heart or will. These agencies are, primarily, the family, the school and the church. We need make no acconnt of the State, as that lies beyond the scope of our present inquiry. Our great charter, our bill of rights, dates back to the time when man was made in the image of God, and endowed with an immortal soul. The common right of every man to the fullest and best development of all his powers, was involved in the mode of his creation; and, when long lost sight of, was reaffirmed and brought to light in the Christian system, and illustrated in the life and teachings of its Founder. Beneath the humblest garb, buried up and well nigh stifled under a load of disease and vice, he could yet recognize the immortal soul; and it was man he sought, and not the accidents of birth, or place, or fortune, but man with all his capabilities of love and worship— of power for good and power for evil.

Here, then, is our great charter as teachers. Here we find recognized the essential equality and worth of all human souls; the common capability, and therefore the common right and necessity, of intellectual and spiritual culture for all, by education, by civil and religious freedom, by all appliances, of whatsoever sort or name, whereby man as man is raised in the scale of being and qualified to do his part on earth as an intelligent, immortal soul, and prepared at last for a higher life in the presence of God.

We have, then, as teachers in the schools, whatever be

their grade or form, a moral position and important part in this grand economy which Divine Providence is carrying forward for the regeneration and social elevation of our race. The division of the Christian community into different religious denominations, makes it expedient and unwise to attempt religious instruction strictly so called in our common or public schools. And society has abundant provision for it in the Sabbath-school and the Church, when it passes outside of the religious family. In the organic relations of society, let each do its proper work, yet each subordinate to the great end of society. Let not the School attempt the work of the Church, nor the Church the work of the School; yet let both act in view of the highest development of the youth committed to them, as intelligent and spiritual beings. Shall distinctively religious instruction be excluded from the common school? Yes. Shall religion? No. Shall the eye attempt the office of the ear? No. Shall the eye and the ear both be used according to a rational purpose and the true interests of the man? Yes. Shall the Bible be excluded from our schools? No. Shall it be read and expounded daily by law, by all sorts of expositors? No. Shall the children be required by law to read it, one or two verses apiece, once or twice a day, on pain of expulsion, or fine and imprisonment, or other penalty? Yes, when the regeneration of the soul is accomplished by State enactment; when the Christian graces of love, humility, consecration to the service of God, are regulated by the Statute-book and secured by legal sanctions. Let the use of the Bible, in some form, be recommended in all our schools, as the standard of all religious knowledge and the source of all morality; but let it be used in such a manner as to secure the respect and reverence of both teacher and scholar. Let its reading be recommended, but not required, as an appropriate opening of the school, and accompanied by a few words of prayer, according to the feeling and desire of the teacher and his sense of pro-

priety and of the value of such an exercise to the school in his charge. Let the same good sense that we are wont to exercise on other themes, have rule here. Far more will depend on the feeling and character of the teacher in a given case, than upon any enactment of the State. We have no wish to see the same laws, in part or as a whole, enacted or enforced in this country, which have wrought such disastrous results in Protestant Germany, where the religious instruction in the schools is regulated by law, and the sublimest doctrines of our faith are put on the same footing of respect and reverence as the rules of grammar and the lessons of geography; and religion, the gospel of Christ, and the results of chemical analysis, are all brought down to a common level, to the almost utter destruction of all religious life among the people. The experiment, so thoroughly tried there, and enforced to the letter by the bayonet, I have no wish to see repeated on the soil consecrated by the blood and prayers of the Fathers of New England.

Give us then, not so much the formal religious instruction, by an enforced reading of the Scriptures on the part of an unwilling teacher and indifferent scholars, as the calm, steady, powerful example of true, manly religious character on the part of the teacher; such a character as, with or without the nominal profession of religion, befits a man aware of his trusts and earnestly alive to his work. The best text-book on morals and religion in the school room—the only one that never awakens sectarian feelings, the only one that passes unquestioned by Protestant or Romanist—the only one that has real power, and always has power over the hearts of children and youth, is the worthy example of genuine manly and womanly character. And the Christian teacher who sometimes feels anxious to do more for Christ than is allowed by the usages of the school room and the opportunities for private conversation and influences out of the school, may rest content with the influence exerted by his Christian walk in the pres-

ence of his scholars, quietly leading them by all the respect and love they may feel for him as a teacher and a man, to seek the same source of spiritual power, whose heavenly fruits they witness in his life and conversation.

The position of the teacher, then, is not so much a religious as a moral one. He stands, as it were, between the family and the church. He is to carry forward and change into habits all the good and wholesome impressions the child brings from home; he is to cultivate the same habits of obedience, of kindness and love of one toward another, thereby suppressing those habits of selfishness and self-seeking, always growing up with a lack of control, whether in the family or in the school. He is to secure habits of fidelity to one's duties, of faithfulness and completeness, of accuracy and thoroughness and punctuality in word and work;—he has thus in his keeping the formation and the development of some of the habits most important to the success and happiness of the future man and woman; those which go, in no small degree, to make up the moral character. But beyond these more general habits of life, the general tone of thought, the methods of judging on all the most important questions of life and duty; the language employed, whether coarse or refined, in accurate phrase or loose and vague and so eventually begetting loose and vague habits of thinking, and then of acting, on the part of his pupils; the social habits, the courtesies and graces of life that adorn and give such a charm to cultivated minds, distinguishing them from the rude and vulgar;—all this has, in no small degree, been committed to the teacher. And all this is really of vastly more account than the mere instruction in Grammar or Geography. These habits go to make up the *man*—not simply the amount of his book learning—but his real power among men.

The actions of a young person constitute the truest touchstone of what he has learned.

TEACHERS' RIGHTS.

Questions frequently arise as to the authority which teachers may rightfully exercise over their pupils when out of school. It is sometimes maintained that they have no authority whatever, and on the other hand, it is sometimes affirmed that they have concurrent jurisdiction with parents, and may do whatever is necessary to prevent misdemeanors, or to punish them when committed. Somewhere between these two extremes the right of the teacher is doubtless to be found.

In school hours the authority of the teacher is precisely commensurate with that of the parent. For the time, he stands *in loco parentis*, possessed not of concurrent but of exclusive jurisdiction over the pupil. All that the father may rightfully require, the teacher may require; to whatever means the father may resort to enforce obedience to his command, to just those means the teacher may have recourse. In administering the discipline which may be necessary to prevent transgressions, or to punish them when actually committed, the parent and the teacher alike act in a *quasi*-judicial capacity, and neither of them can be held accountable for mere errors of judgment, in the maintenance of rightful authority. Though in the judgment of the public, or even of jurors who may be called to investigate the matter, the teacher may have exercised unreasonable severity, and inflicted punishment altogether disproportioned to the offence, yet if he has acted conscientiously, without malice, and from motives of duty alone, he is held blameless. These principles are laid down in elementary writers on the Domestic Relations, and have been repeatedly sanctioned by courts of the last resort.

The teacher, however, as well as the parent, exercises a limited monarchy. Even in the school room he is not invested with despotic authority. His power is to be ex-

ercised,not for his own sake, but for the sake of the pupil and of the school, and that their best interests may be promoted. Government in school, like all other government, "is, or ought to be instituted for the common benefit, protection, and security of the community." Cruel and unusual punishments, therefore, are not to be inflicted, and even if usual punishments are inflicted in an unusual manner, with unusual instruments, and from evil motives, the teacher will be held accountable for any undue severity in his discipline. To use the law phrase, he must not act *malo animo.* These, then, are the teacher's rights, and the limitation of his rights, to correct the pupil for misdemeanors in school. To what extent has he the right to correct him for misbehavior out of school?

There can be no doubt that the teacher's supervison of the scholar begins at some reasonable time before school opens for the day, and does not end till some reasonable time after the exercises of the day have closed. If the scholar arrives at the school house half an hour before the time of commencing school, the teacher's authority takes effect immediately. So if he delays after being dismissed he remains under the authority of the teacher. Perhaps it is not going too far to maintain that the teacher's authority extends from the time the scholar leaves home to go to school, till he has arrived at home after school. The language of some judicial decisions seems to warrant this position; and most parents would desire and expect that teachers should have the oversight of their children on the way to and from school, preventing them from loitering, keeping them out of bad company, and restraining them from places of evil resort.

But before the child leaves the parental control, or after he has returned to it, the teacher has almost no authority over him. For all ordinary acts of misbehavior, the child is accountable only to the parent. The teacher, indeed, has the right of remonstrance and reproof, but it is the right of friendship, not of authority. If, however, the

misconduct be of such a nature that it has a direct tendency to injure the school, the teacher's authority revives, and he may call the pupil to account for such misconduct, whenever and wherever committed. The tendency to injure the school must be direct and immediate, not remote and consequential. It is not possible to prescribe a general rule in this respect, which will apply to all cases, each case must be determined by its own peculiar circumstances.

It is obvious, however, that acts done to deface or injure the school room, to destroy the books of scholars and teacher, or the apparatus of instruction, or instruments of punishment; writings and pictures placed so as to offend modesty and suggest corrupt thoughts and images to those who frequent the school; language used to other scholars, to bring the teacher into contempt, or to stir up disorder and insubordination; insulting words addressed to the teacher in the presence of other pupils of the same school, with design to lessen their respect for him and his control over them,—all these, and such as these, have a direct tendency to impair the usefulness of the school, the welfare of the pupils, and the authority of the teacher. For all such offences the teacher may call the pupil to account, and may administer such chastisement as shall bring him to repentance, and neutralize the evil force of his example upon others. Common consent, universal custom, and judicial decisions, concur in investing the teacher with authority to punish such misdeeds. The power to do so is essential to preservation of order, decorum, and good government in schools, and to deny it, is to leave the teacher and the school at the mercy of the evil-disposed scholars. P. H. W.

Justice and desire for knowledge must be planted in the child; he must likewise be early instructed in morality; which represents virtue in a lovely form.

READING.

It has been justly observed that "we recognize an educated person by his mode of pronouncing words; and we detect slovenliness in mental habit, or the absence of culture, with no less certainty, in the same way." While we admit that the thought is of more value than the words in which it is clothed, and even more, grant that, in a free country like ours, "a man may arrive at distinction who says '*Haow*,'" yet every one feels that a sentiment or an opinion is more agreeable if it be expressed in appropriate language and delivered with grace and propriety.

It is a fact universally acknowledged that the number of even tolerable readers is very small, while the ability to read well, with a full, sweet voice, and to render accurately the thoughts and emotions of an author, is so seldom found that it is generally regarded as an accomplishment beyond the reach of all but a favored few; like a beautiful face, it is considered a rare gift of nature.

This is a fact of great significancy to teachers; perhaps none know, so well as they, how universal is its application, surely none know so well the difficulty of applying a remedy.

A teacher hears a class for the first time;—high-pitched, unnatural voices; dreary monotonous tones; indistinct articulation; faulty pronunciation; drawls and nasal twangs meet his ear on every side. So many things need correction where shall he begin? I appeal to every teacher's experience, in proof that I do not exaggerate. Suppose a class be called upon to read

"THE CONTENTED MAN."

They read as follows, the first two stanzas:

Why nee di stri van sigh fur wealth?
It is enough fur me
That Heaven hath sent me streng than health,
A spirit gla dan free;

Grateful the sblessing sto receive,
I sing my hymn at mor na neve.

On some, what floodsofriches flow!
House, herd san gol dave they;
Yet life sbest joys they never know,
But iret tha rour sa way.
The more they have, they see kincrease:
Complain san craving snever cease. C.

A FEW THOUGHTS FOR THE LITTLE FOLKS.

BY UNCLE HERBERT.

Have you ever seriously thought, little folks, what important parts you are to act in the great drama of life?

Have you ever once reflected that you are to fill the responsible places of the great and good men, who are now engaged in the various departments of noble effort, for promoting virtue and human happiness?

Have you ever once seriously revolved the fact in your minds, that in a few years, your dear fathers and mothers, your beloved teachers and ministers, the physicians and lawyers, the legislators and civil magistrates of this great nation, will have passed away?

Yes, indeed, all must soon vacate their places; men of learning and genius, the teachers of our schools, and the presidents and professors in our colleges, poets and philosophers, scholars and statesmen, are marching on in solemn procession to the grave, and you are the candidates, of fair promise, we hope, to fill their places. And were Uncle Herbert permitted to look into futurity a little, and read the history of our country for as many years to come, as he has been permitted, through a kind Providence, already to see, who can tell how many of you he would find, intimately associated in name and personal effort, with the great deeds which will surely transpire?

The world is now before you, bright and beautiful.

And Uncle Herbert well knows, from his own youthful experience, that it often presents, to your sometimes impatient and anxious minds, a thousand charming prospects and bright day-dreams of future happiness.

And though he is very sure that most of you will be disappointed and sadly cheated out of your anticipated pleasures; that those flattering hopes and sweet visions, which your busy scheming minds, so frequently paint for the future, will never be realized; still he most ardently desires, that when you come to the stern realities of mature years, the more rational enjoyments of cultivated and virtuous minds may be substituted for these childish dreams and wayward fancies.

Yes, this is indeed a beautiful world, and the short life we live here has a momentous significance, beyond all human calculation. It has great and noble purposes, a thousand ends worth living for—worth the mightiest efforts of immortal minds. As a generation, you will soon receive an invaluable legacy, a legacy involving incalculable responsibility and by which you will exert an influence, to no small extent, upon succeeding generations of unborn millions.

You are to come in possession of the physical, mental and moral powers which have been accumulating for ages, and which, it is hoped you will wield, not only in securing and promoting your own happiness for time and eternity, but the happiness and prosperity of your country, and the greatest good of your race.

You, my little folks—I repeat it—*you* are to be candidates for the presidents of our country, to bear our eagle banner of victory, and transmit it to your successors, as the emblem of that liberty which heaven bestowed upon your forefathers. You are to be the future governors of our States, the grave senators and legislators of our nation. From your ranks the national executive Cabinet will be formed and the Consuls and ministers—plenipotentiary will be chosen. For you await the responsible du-

ties and honors of judges and jurists, teachers and clergymen.

Yes ! you will construct and send out your noble ships and steam-vessels into every sea and ocean, planting the tree of liberty on distant shores and sowing the seeds of independent thought and equal rights broad-cast over the world. Stretching out the arms of your civil power over the green earth, you shall inherit from sea to sea; wielding the mighty wonder-working powers and inventions of the present and all past generations. Canals and railroads, the lightning-winged telegraph and great commercial interests of the nation will be under your control.

The vast financial, political, benevolent and religious institutions of this great republic, will be your inheritance ; yours to foster, direct and preserve.

Since, then, you are so soon to occupy such important positions in life, and assume responsibilities so vast and weighty, let me earnestly entreat you carefully to cultivate your minds, to develop and train every ennobling quality of your hearts, by which you may be enabled, not only to perform life's duties well, but to secure your own personal happiness in this world, and in the world to come.

WALNUT STREET, Brattleboro.

☞ Knowledge of the nearest things should be acquired first, then that of those further and further off.

First the senses should be trained, then the memory, then the understanding, and lastly the judgment. For knowledge begins with perception by the senses, and this is by the power of conception impressed upon the memory. Then the understanding by an induction from these single conceptions, forms general truths, or ideas; and lastly, certain knowledge arises from the result of judgments upon what is thoroughly understood.

SPEAK KINDLY.

BY F. JOHNSON.

Speak thou with kindness in thy tones,
For none may know the power
Which soft and gentle words possess
In sorrow's troubled hour;
They fall upon the weary heart,
And as they fall they bless,
And cheer with hopes the wounded sou
Amid its weariness.

Speak thou to childhood tenderly,
And calm its rising fears;
Let love, sweet love, a rainbow throw
Above its falling tears.
Since sadness, sorrow, care and pain,
And grief on earth abound,
Speak thou in sympathetic tones,
Which have a soothing sound.

In kindness to the aged speak,
For weary is their way;
As one by one the joys of life
From them are snatched away.
Nor pass them by with careless air,
Or slight and chilling tone;
Speak kindly: for their feeble state
May one day be thine own.

Speak kindly unto all who live,
And from thy loving heart
Let streams of kindness pure and deep
As from a fountain start.
The chain of human love shall then
Bind every heart to thee,
And thine to Him, who soon shall say
"Thou did'st it unto me."

It is not shadows of things, but the things themselves, which should be presented to youth. What is perceived by the senses is fixed in the mind more firmly than what is merely said over, even a hundred times.

SHOULD THE HISTORY OF OUR COUNTRY BE NEGLECTED IN THE PUBLIC SCHOOLS?

The unpardonable ignorance of our country's history, so prevalent among the present generation, must be to the true patriot, an object of deep solicitation. I say *unpardonable*, because the means of acquiring a thorough knowledge of this subject are within the reach of all; and yet a great proportion even of our native population are unacquainted with the mere *outlines* of American History. There are many thousands of youth of American nativity, who never *heard* of the Pilgrim Fathers, and tens of thousands more who know nothing of the details of heart-crushing sorrow, privation and want, endured by that immortal company upon the "Wild New England shore." Almost any child of seven summers would readily point out the portrait of Washington among a thousand, and yet how few, if questioned, would be able to say much more than "Washington was the Father of his Country." Let us look at this subject in one of its many aspects, namely; its influence in fostering a spirit of patriotism. There WAS a time, and I have often wished the time might return, when the History of the United States was one of the reading books in the Common School.

I doubt not there are thousands of men and women among the peaceful hills and quiet valleys of Vermont, once school children, but now heads of families, who seated with their children around their cheerful firesides and reading these pages, will remember the time when at the District School, from which they graduated, they read daily from the History of the United States. Never, while memory holds her sway, will they forget the thrilling interest with which they traced the history of that immortal band of Christian heroes, who, amid bleak nature's desolation, erected their altar to the Majesty of Heaven, and who have

"Left unstained what there they found—
Freedom to worship God."

Nor will they forget the thrilling incidents of savage warfare, nor the emotions which possessed them as they, in imagination, saw the mother with her helpless children rush from the flaming cottage only to become a prey to the merciless savage. Well do they remember the peculiar characteristics of the founders of the Empire State, of the heroes of the Old Dominion, and of the grave Peace Maker, whose name is still revered by the untutored son of the forest.

Still less will they forget, as they read of that *great* and *good* man whose memory and whose immortal fame is the treasured inheritance of every American, how, with hearts beating high with noble purposes, they resolved to imitate his virtues and to emulate his example. And as they followed him through the fearful scenes of the Revolution, now flying before a victorious foe through the wintry blast, and now nearly betrayed by a pretended friend, disasters crowding thick upon him till Liberty's sun had nearly set in blood, with what a thrill of patriotic emotion did they behold him triumph at last, and the enemy sullenly retire from our shores, while exultation breaks forth from one end of the continent to the other. He who thus traces the history of his country, lives over again the days of her trial, shares her sufferings, fights her battles, participates in her victories, exults in her glory. Every throb of her mighty heart finds a congenial response in his own. As he looks abroad over rich prairies decked with flowers of gold and waving in surges of luxuriant vegetation, as he beholds her lofty mountains towering in craggy grandeur to the heavens, as he gazes upon the placid bosom of her inland seas, as they mirror back the glories of the morning or the star-lit beauties of the evening, as he looks upon her busy millions engaged in the peaceful avocations of life with none to molest or make afraid, and then remembers the *cost* at which all this prosperity was purchas-

ed, his heart swells with patriotic sympathies as he exclaims,—"*This* is *my* country, for her will I live, for her, if need be, will I die." He treasures up her teachings, as with the truthful lips of history she speaks to him from the past and utters the voice of by-gone days. He learns to love his country, not merely because he was born within her limits, nor yet because her history is engraven upon the tablet of his memory and interwoven with the texture of his soul. Were it the law of the land that every youth should be well instructed in the history, not of Greece and Rome, but of his *own* country, we firmly believe such a course of training would foster and perpetuate in every American, a sound and healthy national feeling and an incorruptible and undying patriotism. C. A. C.

EDITORIAL DEPARTMENT.

A HALF HOUR IN THE SCHOOL ROOM.

Our lesson to-day is the *rule* and the *reasons* for dividing one fraction by another. We shall not *mis*call this exercise a *recitation*, but call it an *explanation*. A recitation is wholly the work of the class; an explanation is the work of the teacher. Each has its own time and place, and one cannot be substituted for the other. Our object now is, to give the class a clear view of the principle involved in the rule by the use of an example. Afterwards, the same lesson should be *recited* by each member of the class. We will divide 3-4 by 2-7. First, the rule. "*Invert the divisor and then proceed as in multiplication.*" We have now, 3-4 × 7-2 = 21-8, which, by the rule, is the correct answer. But why? In the first place, for the sake of illustration, we will divide 3-4 by 2, which may always be done by multiplying the denominator by 2, (as by rule previously explained). Thus 3-4 ÷ 2 = 3-8. But my divisor is not 2, but 2-7; hence, it is seven times too *large*, and if seven times too large, the quotient, 3-8, is

seven times too *small.* And if so, we shall have the correct quotient by multiplying 3-8 by 7. This is done by multiplying the numerator—thus, 3-8 × 7 = 21-8, which is the same result as the one obtained by inverting the divisor and multiplying numerators for a new numerator and denominators for a new denominator. Now what is the argument? We have analyzed the process, and, independently of the rule, obtained the correct answer. But on examination, we find that every step in the process, is precisely what the *rule* requires. Hence, the rule must be correct.

Still another method of explanation may be adopted. The fractions 3-4 and 2-7 will remain the same value, if reduced to a common denominator. Thus 21-28 and 8-28 are the same in value as 3-4 and 2-7. But as the denominator is common, the numerators stand in the relation of dividend and divisor to each other. We divide 21-28 by 8-28 therefore, by dividing 21 by 8 = 21-8 which is the same result as before. And if we examine the process of reducing to common denominator, we shall find that the same course has been followed as when we inverted the divisor. In the first case, by the rule, we multiply 3-4 by 7-2 (2-7 inverted), the 3 by 7 and 2 by 4. When we reduce 3-4 and 2-7 to a common denominator, to obtain the numerators, we also multiply 3 by 7 and 2 by 4, (each numerator into every denominator except its own.) Hence, this last method must be correct.

After this explanation, and the fact is settled that every member of the class fully understands and can explain the same, the pupils should be furnished with a variety of examples and thrown upon their own resources. Everything done for them, beyond this explanation of principles, is an absolute injury. Let teachers remember this fact.

For whom is the School Journal Designed?—We answer, for all classes interested in the prosperity of our schools. It is a mistaken notion that articles prepared for Teachers are of no importance to parents, or those

prepared for parents are not adapted to teachers and pupils. Each class is concerned in all that affects the interests of the others. Their obligations, duties and rights are mutual and inseparable.

But it is our purpose to insert, every month, articles adapted to each class separately, though it does not seem practicable to make a formal division of the Journal into Departments. With our new arrangements and promised assistance in our editorial labors, we hope to make it a welcome visitor to every home and to every class in community. Will not teachers and parents encourage us by their aid and co-operation. All who will, shall share our reward—the satisfaction of well doing.

ENCOURAGING EXPRESSIONS.—It is cheering to us weary from toil and care and disheartened by the indifference of many from whom we have reason to expect encouragement, to receive such notes as the following:

Dear Sir: Please send my Journal to Simonsville, I cannot do without it. I have the two first volumes bound; they make an invaluable book and should be in every teacher's library. I want one copy of Vol. IV, and will try to get new subscribers. Yours, without end to the Journal." H. C. P.

"Dear Sir: Send me 13 copies of the School Journal for 1862. I will undertake to find subscribers for them and send you the money within a few weeks.
Yours, Truly. E. S. C."

"Dear Sir: Please add to your list of subscribers for the School Journal the following names (13 in all), and send them accordingly. The 12 are all teachers in Peacham at the present time and their names have been forwarded to me by their Superintendent. Yours, &c. J. K. C."

And why are not all the teachers in all the towns in the State among our subscribers? If we had such Superintendents in every town, might we not expect similar results? A little generous effort is all that is necessary.

A NEW SCHOOL HOUSE.—The people of Weston are building a School house which will cost, when completed, some $4000.

POTTER AND HAMMOND'S SCHOOL PENS are manufactured by the celebrated *Joseph Gillott* of England. No better pens are used. We have tried numerous other kinds for the use of our pupils, but find none that give so good satisfaction. Sold by Schermerhorn, Bancroft and Co., 596 Broadway, N. Y.

WRITE FOR THE JOURNAL. Who? Of course, our "Board of Contributors," and we trust, many others will send us occasional articles. Let them be *brief, practical* and *carefully prepared*, and send them in before the fifteenth of each month.

SPELLING MATCHES.—With the commencement of winter schools there is a revival of "spelling matches." A gentleman in Spencertown, N. Y., writes: "We held our spelling match on Monday, December 9th, as I designed. Twenty-eight spellers contended for the prize, which was Webster's Dictionary, pictorial edition, unabridged. All but two of the spellers were silenced in an hour and a half. These were two girls, one eleven and the other fourteen years of age. They continued the contest for nearly an hour longer, on words the most difficult to be spelled, till the audience became so wrought upon that they proposed to buy a second dictionary, and thus end the contest. The money for the purpose was raised on the spot."

NOTICES OF BOOKS, PUBLICATIONS, &C.

Constitution of the United States.—This is a handsome octavo prepared by Geo. S. Williams, A. M., and dedicated to the youth of our country. Its contents are, a Synopsis of the Constitution, the Constitution, and an Analysis of the Constitution. The latter, by means of questions and answers, aims to show what the Constitution is, what its framers understood it to be, and what construction has been put upon it by the Supreme Court and the different departments of government. Washington's Farewell Address, the Declaration of Independence, and the Articles of Confederation close the work. Welch, Bigelow & Co., Cambridge, Mass.

System of Penmanship, in twelve numbers, synthetical, analytical and progressive, by Potter and Hammond. We can truly say that we like this series very much, having put it to the test of the school room. Schermerhorn, Bancroft & Co., 596 Broadway, New York.

Worcester's Quarto Illustrated Dictionary.—We would again call attention to this most valuable and scholarly work. Every teacher, if he would keep up with the times, should have it upon his table for constant reference. In confirmation of this statement call at the bookstore and examine it, or consult the highly educated in the State and they will tell you the same. See advertisement. Swan, Brewer & Tileston, Boston.

Sherwood's Spelling Book, to be used for writing spelling in schools. This is a blank book ruled in columns for number of words, words, and number of errors, two sets on each page, each set having space for twenty-five words. It will be a valuable aid in teaching accurate spelling with the pen. Holbrook Apparatus Company, New York.

"*The Little Chamois Rubber*," for thoroughly cleansing the slate without water. $6 per hundred. Specimens by mail for *fifteen* cents. G. S. Woodman & Co., 596 Broadway, New York.

Moore's Improved Ink-Well.—We are much pleased with a specimen of this article before us. It is simple, can be easily attached to any desk, and effectually protects the ink from dust.

Atlantic Monthly for February.—Among the excellent articles for this month are, Prof. Lowell's New "Biglow Papers"; Methods of Study in Natural History, by Agassiz; Whittier's "At Port Royal, 1861"; "Fremont's Hundred Days in Missouri," by Major Dorsheimer; Mrs. Stowe's Agnes of Sorrento; Love and Skates, by the late Major Winthrop.

Peterson's, Lady's National Magazine, Arthur's Home Magazine, and Godey's Lady's Book, to which we have often called attention, are already upon our table, for February, as attractive as ever.

The Alphabet made Easy and Attractive with pictures from familiar objects. This is a large and beautifully ornamented sheet and should be found in every primary school room and family where there are children. Combining the unmeaning sounds and symbols

with objects familiar to every child, he is at once interested and enabled to appreciate correct instruction. Sold by F. C. Brownell, Esq., New York.

The Youth's Companion is one of the few papers designed for Youth against which no objections can be urged. It is devoted to Piety, Morality, Brotherly Love ; is free from Sectarianism and Controversy ; is at once *attractive* and a safe "Companion," for our children. No parent can make a better investment for his family than to pay one dollar for this excellent paper. Address Olmstead & Co., No. 22 School St., Boston, Mass.

Student and Schoolmate.—For "Boys and Girls," this is one of the best periodicals published ; always full of attractive and interesting matter. Price $1.00 per year. Address Galen James & Co., 15 Cornhill, Boston.

Chittenden County Teachers' Association.—Since our own connection with this Association the Journal has not been favored with a notice, by its Secretary, of its doings. We are glad, however, to learn from a report in a late number of the "Free Press," that it is still prosperous. A very interesting meeting was held in January at Colchester, which was attended by many of the principal teachers in the county.

Why may not every county sustain a like organization with the same continued prosperity ? Such gatherings can but be profitable to those who attend them.

The School Journal is open to brief notices of the doings of all educational movements of this kind, and we again invite all our friends to assist us in gleaning up and garnering all such stray bits of valuable educational intelligence. We would make the Journal the teacher's storehouse. Bring in your sheaves then, fellow teachers. We only ask that you will not leave to us the unpleasant task of separating the tares from the wheat

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New Books.—Tom Tidler's Ground, by Dickens. Price, 25c. John Brent, by Major Winthrop. Price $1.00. Lilliesleaf, by author of Margaret Maitland. Price $1.00. Songs In Many Keys, by Dr. Holmnes. Price $1.25. Sutherland, by author of Rutledge. Price $1.25. 7 Sons of Mammon, by Geo. A. Sala. Price 75c. For Sale by W. Felton, Brattleboro.

Elmwood Ladies' Seminary.

THE

VERMONT SCHOOL JOURNAL.

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PHYSICAL CULTURE.

BY DIO LEWIS, M. D.

It cannot have escaped the attention of observing persons, that laborers, who carry burthens on the head, are strikingly erect, and free from side to side shambling and other unseemly irregularities in their manner of walking.

In the Southern States of America and in various European Countries. I have been struck with the noble uprightness and carriage of even the commonest people if their occupation involved this necessity.

The numberless women who are engaged, in Southern Europe, in carrying huge buckets of water up the mountain sides to supply the villages situated above the springs, bear their great loads upon the head, and thus cultivate an attitude and gait which marks them wherever they are seen.

In our Southern states the negroes whose occupation is the "toting" of heavy weights about the plantations, lose that stooping, awkward gait characteristic of that unhappy people, and walk, whether bearing a load or not, with an equipoise and elasticity, which marks them among their fellows.

The physiologist would, *a priori*, from his knowledge of the peculiar structure of the spine with its cartilages and muscles, have deduced the result under consideration.

Had such facts as I have deduced even escaped observation, the now thoughtful physiologist would inevitably be led to the conclusion that the exact perpendicularity,

must result in an upright and well balanced carriage.

The general introduction into our schools of a daily exercise based on this physiological principle would prove invaluable; besides it would involve but little expense or inconvenience.

The apparatus could be hung on nails about the walls, conveyed to the heads of the children in a moment, and the marching done in the aisles among the desks or in the school yard.

To cultivate the muscles of the back most advantageously, and to secure with perpendicularity the greatest flexibility, it is important the pupils should walk in a variety of ways.

A great variety of steps is possible, but after a careful study of the dorsal muscles and their relations to the lower extremities, I have devised the following, which I think the best:

Hold the body erect, hips and shoulders thrown far back, and support the weight rather on the front part of the head.

In each of the modes of walking now to be described, it is well to walk about 100 feet performing each one in the most extreme manner.

1st. Turn the toes inward. 2nd. Toes outward. 3d. Walk on the tips of the toes. 4th. On the heels. 5th. On the right heel and left toe. 7th. Walk on the bottoms of the feet without bending the knees. 8th. Bend the knees so as to walk while almost sitting on the heels. 9th. Bend the right leg so as to make a right angle at the knee, and holding it rigidly in this position walk, rising on the straight left leg at each step. 10th. Crook the left leg, and rise on the straight right leg at each step.

In my own Gymnasium I use many other steps, as for example, long strides alternately from side to side, and running on the tips of the toes, but the above ten are enough, and bring all the muscles into almost every variety of action.

Standing in classes and to the beat of the drum, or other mode of keeping time, all sit down on the heels and rise to the upright position, in the mean-time keeping the weight on the head well balanced is a very profitable exercise.

As to the weight for the head I have within a few years used many things. A bag of beans is good; almost anything will do.

An oblong rounded board sixteen inches long, with a slight projection at the periphery on one side, and a projection of two inches on the other side, nearly the size of the head, and of course at some distance from the edge of the board, with the head piece padded with hair or cotton, is a thing I invented a long time ago. You can load the upper side with bean bags. This is the contrivance I used for some time.

Last year I had a cast iron crown made, which is thought to be perfect. The cut will give a good idea of it.

The manufacturer paints these crowns with much taste, so that they are exceedingly beautiful. Adjustable weights are fitted to the upper half of the inside so that they can be made light or heavy to suit the wearer. This is

a valuable feature for although you may not be able to begin with more than ten pounds you will soon bear twenty or thirty. The skull cap which comes in immediate contact with the head, is made of strong cotton and is drawn into the centre, sliding on a strong cord, with which the crown may be made to fall or rise on the head.

Besides, while it is so arranged that you must balance the crown with much care and skill, still in case it does tip, the sides of the crown will catch and prevent its falling.

I think in common with many scientific men who have examined this contrivance, that it lacks nothing. But as I have intimated, this iron crown is by no means necessary. A book, a bag of beans or corn, a padded board with a weight upon it, and a hundred other things will do just about as well.

MANAGEMENT OF ACADEMIES.

HINT NUMBER TWO.

One of the evils from which our Academies suffer, is the great number of classes permitted, and the great number of subjects attempted, to be taught each term.

This would be a great evil were all our teachers experienced and learned men; for the reason that no man can do well so many things at one time. But when we consider that the teachers in our academies are generally young men whose experience is very limited, and whose learning is neither very wide nor very deep; we shall more fully realize the impossibility of their teaching well so many branches in a single term as our academies frequently try to teach. Not that the teachers of our academies are really incompetent; with proper arrangements they are not so. A young man of fair ability who has diligently applied himself during his preparatory and collegiate

course, is qualified to teach the branches commonly pursued at an academy, if he has not too many branches at once and has time for further study. But when the number of subjects is multiplied, the time devoted to teaching is likely to be increased so that the hours at the teacher's command for study are not long enough for him, already overwearied, to make a suitable preparation for his lessons.

Inferior instruction is not the only evil which results to the schools because of too great a number of studies.—The classes will often in consequence, be so small that a proper class spirit is not generated and listlessness usurps the place of life. Again the bringing of so many studies before the pupil, and all optional, leads him to random and wrong choices, so that his studies follow no proper order; but at best, constitute a miscellaneous patchwork began at various points, rounded off and finished at few or possibly none.

What is the remedy? In schools that are strong enough to adopt and enforce it, a course of study carefully arranged and strictly adhered to, is undoubtedly the best. But in most cases the best that can be done is to fix upon particular terms for the study of particular subjects so far as practicable; publish such an arrangement and adhere to it. This, if carefully done will help pupils to systematize their studies; will lesson the number of classes; increase their size, and secure better instruction.

Just how far this plan can be carried, must be determined by actual trial; but it is practicable to a much greater extent than most teachers would at first suppose. People would soon become accustomed to the arrangement and act in harmony with it. Persons wishing to attend to particular studies would mark the time for such branches and attend school at such times.

WARD.

Few rules should be given to children; but these should be strictly adhered to.

A STORY WITH A MORAL.

What say you dear Editors now to a song,
Provided, I promise, it shall not be long?
Provided moreover, a story I tell,
Containing a moral which all will do well
To take heed to, who stand in the sacred relation
Of parents or friends to the next generation.
My story relates to a couple of calves,
And the manner which some people do things by halves.
There lived up in Richmond, a Doctor of note,
Whom the people, by almost unanimous vote,
Which showed most conclusively they were no fools
Had appointed as superintendent of schools.
Now the Doctor knew well how to prize Education;
And moreover he knew 'twas the hope of the nation.
And so he resolved on the faithful discharge
Of the duty he owed to the country at large.
One fine Summer morning he'd noted it down
That he'd start out and visit the schools of the town;
Would take half a day to examine each one,
And see if the school ma'ams their duty had done.
As he journeyed along on his laudable mission,
To examine the schools and observe their condition;
A neighbor he soon overtook by the way
And something like this was their talk on that day.
"Good Morning, Good Morning," the Doctor began,
Addressing his neighbor a plain farmer man;
"Your school I am going to visit to-day—
Now come get in here and go with me I say."
"O no" said the farmer, "that never will do,"
To visit our teacher and scholars with you;
I've a couple of *calves* in my pasture up here,
It's so dry that they're suffering for water I fear."
With a look which compelled him to hang down his head,
The Doctor turned full on the farmer and said
"Allow me to ask you a question my friend
Ere you go to the pasture you calves to attend;
Haven't you got a couple of calves down this way,
At the school house, that need your attention to-day?"

The farmer looked puzzled, he said not a word,
But he faithfully treasured the lesson he heard,
And though he took care of his stock as before,
His children henceforth were neglected no more.
And now let all farmers who do things by halves,
Take care of their children as well as their calves.

C. A. S.

SCHOOL HOUSES.

I. CHOICE OF LOCATION.

Having been repeatedly requested to furnish something for the *School Journal*, I will endeavor to comply. To this request I cordially respond, that I may not only do my part in sustaining the Journal, but also be able to contribute a mite towards the further advancement of the interests of education among the great mass of the people.

I propose, in what I may have to say, to limit myself to a few hints on *school-houses*. This subject is chosen for a two-fold reason,—both because of its primary importance, and as its consideration has been far too much neglected in Vermont.

In proceeding to make some statements on the topic suggested, it may be well, in the first place, to notice the importance of securing a *proper location* for the school house; indeed the present paper will be entirely confined to this single point.

Scarcely too much care can be exercised in making choice of a location for the edifice, in which the young are to receive much of their early training in the rudiments of knowledge, as well as of that nurture, by which character is formed. One of the first things, consequently, to strike the attention, when we think of common schools, is the desirableness of their being within the reach of all. They should be not only accessible, but so

situated as to promote the comfort of the pupil — so located as not to subject the child to excessive fatigue, and thus to the degree of weariness which will render the exercises of the school irksome and unprofitable. Having these points in view, we cannot reasonably overlook the importance of fixing upon a more or less *central place*, which shall be at the same time suited to secure the various other ends for which it is chosen. In the erection of almost any building, a dwelling-house, or a barn, for instance, a proper and convenient position is of no slight moment. This point is deserving of regard, not only that the edifice may be so located as to be readily reached, but also from the fact that the situation very closely affects its structure, and must to a considerable extent, determine the character of manifold modifications, which need to be made in its arrangements, if it be adapted to the purpose intended. Especially is this true in respect to our school houses, in the construction of which weight should be given to various considerations, which may be left out of account, in erecting a granary, or stables for our horses and sheds for our sheep. If now it be proper for us to be thus careful in respect to our stock, it should be evident that we may be still more considerate, without any loss of propriety, when our aim is the convenience and encouragement of our children in obtaining an education.

But while the selection of a suitable site for the district school-house merits prominent regard for the reason already given, it too frequently receives little, or next to none, particularly so far as *pleasantness* of locality is concerned. Beauty of scenery has a great influence on the opening mind of youth. In its absence powers remain unaffected, which might else have been called into lively play. It makes a vast difference, whether one in his early years be brought into contact with that which is calculated to dampen and discourage, or with that which is suited to animate and cheer. We might accordingly suppose, that the pleasantest locality, or one of the sunniest and

most cheering in the neighborhood, should be sought out for the edifice designed for the accommodation of the young in their primary training. Surely such ought to be the case, when we fix upon the spot, where our children are to pass much of their time, receive many of their first impressions, and form some of their most lasting associations. Instead of this, however, the point suggested is frequently overlooked, and sometimes the very opposite policy has seemed to prevail. The school-house, far oftener than we should naturally expect, is found to stand, if not in the narrow fork of two roads, at least in some out of the way place, which would have otherwise remained unoccupied. As all know, it is not uncommonly located in some gloomy, worthless spot, made choice of simply because unsuited for anything else, and not in view of its natural beauty, by no means on account of its fitness to delight the eye, to educate the mind and heart, and call into gladsome play the tastes, of the growing child.—While such is our practice, we need not marvel, if the great majority of our youth evince little sympathy with nature, remain cold and rude in their demeanor, and fail to have a relish for intellectual pursuits.

Again, though an excellent situation be secured, its worth is often impaired, and its advantages are sometimes almost entirely destroyed, because of the scanty grounds secured. The finest locality may be injured, or rendered useless, for an edifice, if its limits be greatly narrowed. School premises are property expected to subserve two main purposes; they should afford *sufficient room*, as well for necessary buildings, as for the healthful exercise of the pupils. Now, when a suitable location is obtained, it is not unusual for it to be of so small extent, that the school edifice trespasses upon the highway. In this the district by an express act—which sometimes speaks in louder tones than a recorded vote—sets a bad example, which is almost sure to be followed by individuals in erecting private dwellings. It also seems to indicate that the good

people, wanting all the land for their cattle, begrudge or are unwilling to spare, the little space needful to the safety, comfort and welfare of their children. So too, the grounds are frequently circumscribed to such an extent, that there is no room for play. It may be said, that exercise enough may be had in going to and returning from school. Such exercise is all well in its place; but in addition to this, every child needs play *as play*. He requires something more than a tread-mill process, and his powers even of body may be called out genially. Whoever looks back without prejudice to the games and sports, in which he engaged with most heart and animation in childhood and youth, will be likely to refer to them as the source of much of the vivacity and vigor, which are of great worth to him in after years, and which, more than most other benefits, are carried forward as a rich legacy into manhood, and become the condition of hale cheerfulness in declining years. An educator, who denies this, betrays at once his unacquaintance with the capacities and powers of the human constitution. It may, then, be taken for granted that there should be room for exercise, opportunity afforded for the harmonious development and training of the physical powers — a part of education by no means void of importance — without which, indeed, as a basis, intellectual and moral culture must be greatly hindered, it may be in some instances altogether prevented or thwarted.

Now these things ought not to be. This much all must admit; and it is with pleasure that the friends of education see some changes in these points for the better. There is reason to hope that the night is passing away. In fact we now have, in some respects at least, the *dawn* of a brighter morning. It is certainly cheering to be able to see indications that the light of a new school day is beginning to gild our horizon. Thanks to the persistent and well-directed efforts of the Secretary of the Board of Education — thanks to the labors and perseverance of

such as have co-operated with him—improvements are daily appearing, and from time to time taking the place which they deserve to occupy. No sudden revolution is made; the work is gradual, as is usually the case, when it is genuine and true. Parents are coming to disapprove of the short-sighted policy which has too extensively prevailed in respect to the location of school-houses, and are practically evincing their determination to do better in the future, by selecting, as new edifices are required, more suitable and ample grounds for these early nurseries of learning. Much, however, still remains to be done. As a help to this the few points already suggested may be recapitulated, as not unworthy of attention, when choice is to be made of a locality for the district school-house. Whenever such a work is to be done, reference should be had to the securing of grounds; 1st, ample for buildings and for play; 2d, pleasant in themselves and in the prospect they afford, and 3d, more or less central for the convenient accommodation of all such as need to enjoy the privileges furnished. While each of these points is deserving of consideration, perhaps their relative importance is indicated by the order, in which they are here enumerated; or, we may regard the first and second as co-ordinate, and generally of more moment to the child than the last. This brief statement is not exhaustive; it is not meant, and does not pretend, to embrace everything. It is only given as suggestive, and thus as an aid to such as have not pondered the subject, as a temporary guide, by which each may be led for himself to take better views of the matter. It is by thoughtful consideration seconded by earnest and prudent effort, that the work, now commenced, is to be advanced. It is, indeed, sincerely hoped that the steps, already taken in some parts of our State, will be regarded as only initiatory, and by no means as sufficient—that the beginning will be carried on from year to year, as light and intelligence increase, and to the end that wisdom and knowledge may come to be more and

more widely diffused through all classes of society.

Would we, then, indeed secure a *love of knowledge* in the rising generation, we need to bear in mind that it is of no small moment that the school-house be suitably located. If it be situated on a public thoroughfare in a large village, or near a market, which is constantly thronged by crowds of people, not books, but the buzz of business will hold the child entranced. Or, if it be placed in a lonely dismal quarter, where all is cheerless, the pupil as thus removed from what is gladdening and exposed to that which repels, will be occupied, not so much with his lessons, as with his uncomfortable sensations and a desire to be set free from his state of durance. There is here, as in most other relations, a golden mean, which is not to be despised. While that which is harmful and offensive should be avoided on either hand, that which is calculated to encourage, animate and cheer may be employed from every source, if it only be in moderation and with discretion. It has yet to be shown that the ways of wisdom and virtue need of necessity, to be made dreary and forbidding. If the young be sent from a pleasant home, to some loathsome and uncomfortable place, or, if they be debarred from the healthful exercise which comes from appropriate sports, we need not be surprised, if they acquire a distaste for study, injure their health, and become rude and ungainly in their manners. Many a one in this way, gets a dislike for school, from which he does not recover for years; indeed, there are some evils thus resulting from which he never wholly recovers ; while there are others, to which he need not have been subjected, and of which he only gets rid as the result and late ripening fruit of a long, sad and painful experience.

In concluding this part of the subject, we may each well enquire, how far we have been heedless in respect to the matter in question. It also becomes us to consider, should we be called to act respecting the location of a school-house, how much depends upon our conscientious

discharge of the duty. Aye, we shall do well to remember that in this regard, every child has a claim upon us, and that our faithfulness, or negligence, may be closely connected with his future weal or woe. This is accordingly a point, however it may appear at the first view, which appeals to every citizen, and which each is in duty bound to heed. By all means, then, let us see to it, that the locality chosen in the district in which we live, for the first inspiration of instruction beyond the family circle, be one of the most inviting and attractive portions of the neighborhood—that, after home and the house of God, it be the most delightful, that the little ones may be rather allured to school, than filled with dismay in view of the dreariness of a place, which ought in later years to be associated in memory which the most loved and dearly cherished spots of earth.

P.

Randolph, Feb. 20, 1862.

MESSRS EDITORS:—It is school time in Randolph. In more than twenty "temples where science dwells," aspiring and devoted young men and maidens, (the word "young" modifies maidens as well as men) are striving "to rear the tender thought" and like our fathers, "to plant the tree of life—to plant fair Freedom's tree." The meaning of this is, our winter schools are in progress. School-wise we are having a mild winter. You know very well that in school affairs we have our mild winters and our hard winters. Sometimes the Educational Boreas blows furiously, night and day. He piles up enormous drifts about one school and stops all progress in it for the winter. He blows arctic cold on another till the frost stupor overcomes it, and they sleep, teacher and pupils, some of them never to wake mentally again. Some he blows in gales against, and knocks off chimneys, and shat-

ters the windows, and shivers the doors, and drifts the wreck to mark it his own. Then again Boreas hides him and only the lighter breezes are out and the schools go charmingly as the merry bells of moonlight evenings. You will understand now what I mean when I say that educationally we are having a mild winter. Much of this is due to the activity and good discretion of our Town Superintendent, whom one of you will remember as a former pupil and as principal afterwards of an academy near by you. One of his excellent efforts is in carrying on a School Association. The present plan of it is new to us in practice, though not new in theory nor new in practice elsewhere. Our meetings are held alternate Saturdays, morning and afternoon. The morning sessions are devoted specially to teachers, and are occupied with the discussion of various topics in the common school branches of study, and the best methods of presenting them to classes. These topics are assigned two weeks beforehand; from two to four teachers are appointed for the discussion of each. After the subjects have been handled by those appointed, they are open for further discussion by the Association. Besides the exercises above referred to, which correspond precisely with class exercises in school as to the teacher's explanations, we have in the afternoon, discussions upon school topics of general interest. These discussions consist sometimes wholly of extempore addresses and sometimes partly of such, and partly of essays by the ladies. We have so far, an encouraging attendance upon both parts of our day's exercise. The number present in the morning must of course. be small as the invitation is only to teachers. Some of our female teachers have exhibited decided specimens of pluck in their efforts to attend these meetings. We have, by the way, one model committee man in our town this year. Early in the winter term he left his farm to carry his teacher to a Teachers' Institute in another county; and he has since taken care that his teacher should have

means to attend whatever meetings of the School Association she wishes to. Such a committee deserves to have a good school and will seldom be disappointed.

E. C.

"OLD HEADS ON YOUNG SHOULDERS."

REPLY TO "M. H. B.

An article entitled "A Plea Against Old Heads on Young Shoulders," published in the last "Journal" has attracted my notice, and desiring a more complete understanding of the author's ideas, I take the liberty to reply.

I confess at the outset that "M. H. B." has not succeeded in making the precise nature of his views clear to my mind. I learned the principle of "borrowing ten" at the age of *eleven* in much less time than it took me to read his article. And since I have mentioned this subject let me say that although "M. H. B's." *bright boys of no particular age* never could learn such principles *understandingly*, the writer of this firmly believes that when a scholar has arrived at such an age that he can "*profitably* be required to perform examples in the four simple "rules of Arithmetic," that scholar is capable of understanding the principles involved in those rules. I refer, as I doubt not "M. H. B." does to *written*, not *mental* Arithmetic.

Do not all teachers agree that a pupil, in order to practice written Arithmetic well, "*profitably*," should be familiar with *mental* Arithmetic? Do not all teachers insist that the principles of mental Arithmetic should be *understood*? Then is it too much to require that the next steps of the pupil should be taken understandingly? Why is it *more* difficult to make the principle of "borrowing ten" understood than that of *carrying for ten* in Addition?

At the risk of appeaing egotistical I shall affirm that *I* have never found it to be so, and if I had in my school a

boy who could not comprehend the principle of carrying for ten, if I considered him "bright," I shall *not* consider that he could practice his Arithmetic "profitably" until older.

I am by no means in favor of introducing children to written Arithmetic as soon as it is often done. As "M. H. B." specifies no particular age, I will not, but I would wait until they *can* understand the principles that underlie its practice, and then I would *insist that they should go no faster or farther than they do understand.* I use my judgement to decide whither a scholar is capable of pursuing a branch *understandingly*, and that with me *means provitably*. I have for many years acted in conformity with this rule, and as yet have had no reason to "repent of my perversity;" on the contrary I have many pleasant recollections of a very different sort; of eyes brightening as the young mind grasped for the first time "*the reason why*," and of repeated declarations that "it was *so* pleasant to study when you know all about it!"

But M. H. B." is incredulous in regard to the reality of the affirmed success of other teachers, and is not quite willing to trust this opinion on the subject. Of course, no proof can be advanced but he is welcome to visit my school, and satisfy himself or convince me. I do not think that pupils who understand what they do, can always be condemned as having heads too old for their shoulders. I am not disposed to dispute the main ideas advanced in the article to which this is a reply, but as far as I understand the author, I am not quite prepared to admit the full extent to which he carries them. I think that "nature plainly indicates, by giving an active and retentive memory long before the judgement and reason are well awake," not that children are to "learn many things which they cannot well understand," but that those studies which exercise the retentive powers should be first given to them; then, when judgement and reason begin to act, give studies that will constitute this appropriate discipline.

Now Arithmetic is a branch intended to discipline a very different faculty from memory, and I would no sooner permit a pupil to perform its operations without "saying a word to him about the reason of the process," than I would require the "boy of twelve" to "repeat rapidly and accurately" the grammatical principles which were "mere riddles to him." I would not "tax the reason when it works feebly and at disadvantage," neither would I commit to the charge of memory the mere formula of mathematical operations to be practiced mechanically until the lapse of *no particular number of years* has brought the pupil to the right age for comprehending them. I fear that I might find an ugly and undersirable "bent" in the "twig" if I did.

I have thus given a few of my thoughts. If from my own weakness I have failed to take "M. H. B's" true meaning I shall be happy to receive his correction, or if my ideas are really erroneous I stand open to conviction.

P. L. A.

ORLEANS COUNTY TEACHERS' INSTITUTE.

The Teachers' Institute, for Orleans County, commenced at Derby, on Wednesday, Dec., 25th. Owing to the severity of the weather, but few attended the lecture on Tuesday evening; yet the Sec'y spoke, with his usual force and effect, of some of the evils existing in our schools and their causes. Though but few teachers were in attendance upon the first morning session, the audionce continued to increase rapidly till the Methodist Chapel was filled to overflowing. Over one hundred practical teachers were present, and many citizens were in constant attendance and manifested an increasing interest to the close of the exercises. The lecture on Vermont was very interesting, and disclosed some startling facts in regard to

the effects of emigration upon our State. Mr. Adams during the entire Institute, manifested his usual earnestness and zeal, interesting and instructing his listeners by his plain and forcible arguments and his clear and lucid explanations. Many teachers attended the Institute for the first time, who were greatly benefitted by the instruction there gained and who will daily use it in the school room, thus giving force and efficiency to these yearly visits of our worthy Secretary. I think this may safely be called the largest and most successful Institute ever held in Orleans County. All were fully satisfied, save frequent wishes that these meetings might last longer and come oftener.

D. M. C.

A series of resolutions, commendatory of Mr. Adams, and of his manner of conducting the Institute, and testifying to the benefits to teachers and the cause of education resulting therefrom, were adopted by the teachers present. We have room this month, only for the following:—*Ed.*

"*Resolved*, That it is the duty of Teachers to use their most earnest efforts to instruct those entrusted to their care, in every thing which shall tend to render them good and efficient citizens."

EDITORIAL DEPARTMENT.

FAMILIAR SUGGESTIONS TO COMMON SCHOOL TEACHERS.

The criticism has been made that we have not had enough of practical examples in the School Journal; that we have had too many essays and too few facts and explanations. We do not expect to satisfy all; should we make the effort to do so, it would be a failure. Editors and schoolmasters may profit by the suggestions of all, but if they would be successful, they must not be *governed* by the advice of any. We believe that no article, on

any subject, has been admitted into the Journal which has not a practical application to the duties of school life. And if our critics had furnished us with more articles of the kind recommended, we should have published them with pleasure. Now that a large proportion of our subscribers are common school Teachers, we shall indulge more in familiar illustrations. In our last number, we attempted to explain a difficult rule in Arithmeti cal Fractions. We now propose to speak more generally of *first principles* in that important branch of study.

"How shall I teach Arithmetic," is the frequent inquiry among young teachers. We answer, both the *analytic* and *synthetic* methods may be adopted with propriety.

The *analytic* method is also called *inductive* and was first introduced in this country, by *Warren Colburn*, the distinguished author of the "First Lessons." It consists in resolving the compound into its several parts and by the direct application of first principles, leads to the desired results. The *synthetic* method consists in uniting sundered parts into one whole. It lays down general principles, explains their use and requires the pupil to follow them in the solution of examples. The first brings out the principle through the example; the second seeks to solve the example by the use of the principle. The *analytic* method is properly used for *acquiring*, and the *synthetic* for *imparting* knowledge. Both may be used in the same process to great advantage. One great error in teaching Arithmetic has been, allowing the pupil to pass over first principles before they understood them. Nothing beyond these rules should be studied, until *Notation*, *Numeration*, *Addition* and *Subtraction* are thoroughly mastered. Notation and Numeration are the *language* of Arithmetic; Addition and Subtraction are the *rules* and the *only* rules in *Arithmetic*. And let me here inquire of the teacher, how many of your pupils have ever learned the *Addition table*, as they have learned the multiplication table? How many of the teachers in Vermont have ever

been required to learn it? An example will test the question. Add 8+4+5+9+7=33. Now what was the process of adding? Does your pupil with readiness pass through the example in this way, 8+4 are 12, and 5 are 17, and 9 are 26 and 7 are 33? Does he remember what is the result at each step—that 8+4=12 and 5=17 and 9=26, in the same way that he would know that 8×4=32, from memory and not from calculation? The Addition table should be learned with as much care as the multiplication table.

In practical Addition the pupil should be led from the more simple to the more complicated. To the nine digits, for example, add as many 2's and 3's and 4's &c., thus

9	8	7	6	5	4	3	2	1		9	8	7	6	5	4	3	2	1	
2	2	2	2	2	2	2	2	2		3	3	3	3	3	3	3	3	3	

After these simple processes have become familiar, irregular and more complicated examples may be given. So, we would suggest, in all the rules; let the more simple lead to the more difficult. Addition is founded on the axiom, that the whole is equal to all its parts, and may be explained in this manner.

675=600+70+5 That is, nine hundred and ninety and
325=300+20+5 ten equal one thousand and the pupil
——————— cannot fail to see the reason for both
1000 900+90+10 operations, after this explanation.

All ordinary methods of proof in Addition, amount to nothing more than a careful review of the example.

In subtraction the young pupil usually finds much difficulty. He should therefore, be led very carefully from the simple to the more difficult. Two examples will illustrate what we mean. First subtract

876 10000 What is subtraction? Not
765 Second, 9 "the taking the less number
——— ——— from the greater," but a com-
111 9991 parison of two numbers to find

the difference." In the first example, the comparison is between each individual figure; in the second, between the two numbers, as such. The first needs no explanation.

The Second may be explained in various ways. For instance, 10000=9000+900+90+10. Now 9 from 10 leaves 1 and the remainder is 9991 as before. Or we may take the example as it is. The 9 cannot be taken from 0 and we cannot borrow 10 from the next left hand figure as the rule directs; for there is no 10 there. But we can add 10 to the column of *units* in the minuend, and also add 1 to the column of *tens* in the subtrahend (which will not alter the relative value of the figures, as 10 is added to both sides alike). Continue to add *one ten* (as it will be when we compare the two columns upon which we operate), to each upper and lower figure, and the process and reason will appear evident and easy. The *tens* added cancel each other; they are not "borrowed," but added independently, to facilitate the operation and to explain the rule. This whole process of borrowing and carrying tens in subtraction, is nonsense, tending only to bewilder and misguide the pupil. It is the Teacher's business to explain to them what the books make obscure.

A Short Parsing Lesson.—You will read the sentence, "David killed Goliah." What part of speech is *killed?* "A preposition, connecting David and Goliah and showing an *unfriendly* relation between them." Rule?

"Prepositions connect words with one another and show a relation between them."

In what respect is this parsing incorrect?

Words to be Carefully Distinguished.—The Teacher should always require his pupils to define all difficult words and to distinguish between those that are similar in form or pronunciation. For instance, *indite* means to write; *indict*, to accuse. *Key* and *quay*, *principle* and *principal*, *marshal* and *martial*, *counsel* and *council*, *counsellor* and *councillor*, *fort* and *forte*, *draft* and *draught*, *place* and *plaice*, *stake* and *steak*, *satire* and *satyr*, *stationery* and *stationary*, *ton* and *tun*, *levy* and *levee*, *foment* and *ferment*, *fomentation* and *fermentation*, *petition* and *partition*, *Francis* and *Frances*, *doze* and *dose*, *diverse* and *divers*, *device* and *devise*, *wary* and *weary*, *salary* and *celery*, *radish* and *reddish*, *treble* and *triple*, *statute* and *statue*, *ordinance* and *ordnance*, *recourse* and *resource*, *straight* and *strait*, *immerge* and *emerge*, *style* and *stile*, *compliment* and *complement*, *bass* and *base*, *eminent* and *imminent*, *eruption* and

irruption, *precedent* and *president*, *relic* and *relict*, are still other examples in point. Let the Dictionary be freely consulted (no book is so much neglected in our schools). In connection with every reading or spelling lesson, this subject should come up and be often treated as a separate exercise. Why should not the *English* Language be studied, Dictionary in hand, as carefully as the Latin, or Greek or French?

A WORD TO OUR CONTRIBUTORS.—Allow us again to suggest —*be brief.* Long articles occupying five or six pages, lose half their value and influence, because they are so long. Besides, our readers demand more variety than we are able to furnish, unless this suggestion is regarded. The article on Greenleaf's Arithmetics designed for this number is necessarily deferred. It will appear next month.

ONLY ONE NEW SUBSCRIBER.—If all who now receive the School Journal, would send us the name of *one* new subscriber, we should have a very respectable list and be much encouraged. Can it be that we have any subscribers who are not able to do as much as that? *Fifty Cents* in advance is all we claim for vol. IV. For *Eighty-eight Cents*, we will send vols. III and IV; for $1,25, we will send vol. IV, and vol. III *bound.*

Our New Steel Engraving of Glenwood will embellish the present number of the Journal. It is more correct than the old one. After all, we claim that the *fact* excels the picture.

THE NORMAL REGIMENT.—The 33d Ill., Infantry under Col. C. E. Hovey, is now stationed at Lamine Bridge, Missouri. Col. Hovey (as we are informed by private letter), is acting Brigadier General. It will be remembered that this is a regiment of *Schoolmasters* nearly all, both officers and men, having been connected with the Illinois State Normal School. We feel a special interest in this regiment; the Col. was once our pupil and his officers and men are professionally our brothers.

OUR EXCHANGES.—All the *New England* and all the *Western* School Journals, (with one exception,) come to our table regularly and apparantly as vigorous and hopeful as in the days of our National prosperity. We regret to learn that the "*Pennsylvania Teacher,*" one of the best Journals of its kind, has been obliged to suspend for a few months—we hope for a few months *only.* The "*Pennsylvania School Journal,*" edited by *Thomas H. Burrowes,* Esq., Superintendent of Common Schools, is still published regularly. The N. H. Journal of Education has a new board of Editors; *Jonathan Tenney, A. M.,* Boscawen, Resident Editor. Success to our esteemed College-mate and Friend.

The energy with which our educational interests are sustained throughout the country, is truly encouraging. It shows that the

cause of our troubles and the source of our future security, are well understood. We hope ere long, to welcome back to our comman field of labor, our brethren at the South who have been silenced by this Infernal Rebellion.

SALES OF WEBSTER'S DICTIONARIES.—From certain published statements of the leading booksellers from every part of the country, it would seem that the sales of the various editions of Webster's Dictionaries are enormous, exceeding many times the sales of all other dictionaries put together. We learn that there are five different editions of our great American lexicographer now published in England, besides several English dictionaries which are confessedly based on Webster. A recent article in the London Critic admits that the orthography of Webster's Dictionary is all but UNIVERSAL in the United States.—*Boston Daily Journal.*

West Meriden, Ct., June 8, 1861.

Gentlemen :—Please give the enclosed Advertisement three insertions in the "*School Journal.*" Will send you the money on receipt of your bill and a copy of your paper containing the advertisement. I remain yours Respectfully,

A. LEWIS BALDWIN.

We have several times sent our "bill" and the "copies of Journal containing the advertisement," as requested, but *can get no reply.* We learn that the fellow still continues to prosecute his business which we have advertised, and hence we infer that he intends to act the part of a *swindler.* We here allow him to record his *name*; that is enough.

NOTICES OF BOOKS AND PERIODICALS.

Manual of English Pronunciation and Spelling, by Richard Soule, Jr., A. M., and Wm. Wheeler A. M.: Soule & Williams, Boston.—This is a complete alphabetical Spelling Book, or a dictionary without definitions and etymologies. It is at once, a book for reference and a book of authority. As a book of reference, to determine the spelling and pronunciation of doubtful words, it is both convenient and satisfactory. Its authority is sustained by our best authors. The work has cost much patient labor and is worthy of entire confidence and general use.

Exercises for Dictation and Pronunciation, by Charles Northend, A. M.; A. S. Barnes & Burr, New York.—These exercises are well chosen, and the work is one that cannot fail to meet with im-

mediate approval. It is designed for the higher classes in our schools, and is admirably adapted to interest and profit them. The author deserves the gratitude of all interested in our schools, for this as for several other valuable books.

Lippincott's Primary Geography, on the Basis of the Object Method of Instruction. This is really something new among School Books, but it seems to us that the author has planned and executed his work with much ability. The lessons assigned are simple, progressive and comprehensive. His inductive method is fully carried out and his object pictures and pictorial maps are well executed. Teacher, send for a copy to J. B. Lippincott & Co., Philadelphia.

The Atlantic Monthly for March contains The use of the Rifle; Mountain Pictures; Agnes of Sorrento; The Southern Cross; The experiences of the A. C.; A Story of To-Day; Methods of Study in Natural History; Sorrows of Childhood; A Raft that no man made; Fremont's Hundred Days in Missouri; Taxation; Voyage of the good Ship Union; Biglow Papers; Reviews and Literary Notices; Recent American Publications; The April No. promises to be rich and attractive. We will send one copy of the ATLANTIC one year, and a copy of the SCHOOL JOURNAL for $2,50.

Harper's New Monthly Magazine is on our table. The numbers of the Vol. for 1862 are full of new attractions *sui generis*. Those who are accustomed to read Harper, are usually unwilling to give it up, even in "hard times." Address, Harper & Brothers, New York.

The Home Monthly has among its contributors, some of the best talent in New England. It is devoted to Home Education, and is a safe visitor, and should be admitted into every family in our land. Price $2,00. Address, D. W. Child & Co., No. 11 Cornhill, Boston.

Godey's Lady's Book needs no commendation from us. Some one has said that "it is the best Lady's Magazine in the world," and we have no doubt that its numerous friends still insist on the correctness of the assertion. Address, L. A. Godey, Philadelphia.

Arthur's Home Magazine sustains its well earned reputation, and deserves the extensive patronage it enjoys and more. Price $2. T. S. Arthur & Co., Philadelphia.

Peterson's Ladies National Magazine is forty years old, yet it comes every month, newly and elegantly embellished and filled with well written stories, interspersed with gems of poetry. It can be had for $2 per year of Charles J. Peterson, Philadelphia.

THE
VERMONT SCHOOL JOURNAL.

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AN UNFORTUNATE STAND-POINT.

An English writer speaking of the influence of the press on American mind, alludes to our "half-educated millions —educated up to the *unfortunate stand-point* of being able to read and understand, but not to judge."

However much we might wish to object to this statement, there is truth enough in it to make it worthy of attention.

It is something that the millions of our people are able to read and understand. It would be well if the millions of Europe could do the same. The more education the better. This rule, without qualification or exception, is good for all nations and all people. We will not admit for a moment that it is unfortunate in any sense that our millions have as much education as they have. The only misfortune is that they have not more.

What the writer means, if we try to make out for him a meaning that we will admit, is that our people are sometimes called upon to judge and to act on questions which are really above the capacity of the half-educated; and which require for a just and right decision, that ripeness of judgment and those enlarged and liberal views which arise only from thorough education, and somewhat extensive knowledge. This is true. It is unfortunate for any man, or body of men, to be called upon to do, with half an education, what requires a whole education to do well. And it is a fact that the duties of a citizen and a voter in this country are too important to be discharged as they should be by a half-educated people. A nation of freemen who choose their own rulers, have occasion continual-

ly to exercise the wisest judgment. Men are chosen to office to carry out particular measures of public policy. Voters, have therefore, to judge, not only as to the men, whether they can be trusted to carry out the policy desired, but also as to the policy itself, whether it is the best. Now it is easy enough to adopt opinions from the crowd or the party, or to borrow them from some great man who assumes to represent the party. But to be able to pass an independent and intelligent judgment upon the various questions of public policy on which men in this country are called to act,—to distinguish truth from the falsehoods and fallacies which look like it,—to be able to give a solid and well-considered reason why you think and why you act thus and so, is one of the most valuable results of thorough education, and one which no half-education will secure.

A part of this power of right judging is the ability to distinguish things that differ and to call things by their right names. We are now learning the meaning and the nature of loyalty to the government, and are beginning to see that fidelity to a party is not only not the same, but it may even be exactly the opposite—it may be nothing different from treason and rebellion. If former administrations and the people of former times, could have seen the difference between patriotism and partizanship as they now see it, we might have been spared the greater part of the cost of this war. That we have come so near to national destruction and that we are still in so great danger, is a conspicuous proof of the truth that as a people, we occupy the "unfortunate stand-point" of being able to read, but not to judge. It is very strange that a Union that has been saved so many times by compromises, and by elections favorable to the national rather than the sectional party, should have been brought into its present predicament by the very policy that has saved it heretofore. If we had been able to distinguish things that dif-

fer, and to call things by their right names. should we have been flattering ourselves for years past that we were safe and all was well, when traitors in Congress, and even in the Cabinet, were plotting the overthrow of the government, and boasting of it, in open day? Thank God, the time has come when we can call some things by their right names, with the probability of being believed, and without the liability of being set down as fanatics.

The war through which we are passing is the great educator of this nation. We are learning to judge as well as to understand.

The "unfortunate stand-point" suggests to teachers the importance of training their pupils to judge and discriminate, as well as to read and understand. The rule as to reading, "Non multa, sed multum," *not many things but much*, is a good one for all branches of study. One study so thoroughly mastered that the pupil is qualified to judge of all things pertaining to it, is worth more to enlarge and enrich the mind than any number of studies pursued superficially. In many things the judging faculty is of more consequence than such a degree of executive ability as may be attainable. It is better to be able to judge of a good picture than to paint any quantity of bad ones. It is better to appreciate good music than to perform indifferently. It is better to love good poetry than to write doggerel. You will derive much more enjoyment from the fine arts as an accomplished critic, than you ever can as a third rate artist. Therefore do not undertake to do too much, but *do well* what you do undertake. This is the golden rule for education. Following this, you will get above and beyond the "unfortunate stand-point."

J. C.

We should watch against all affectation in children, and should keep them natural, and preserve the beauty of their character.

INSTABILITY OF VERMONT SCHOOLS.

In a late number of the Massachusett's Teacher we find the following suggestive remark, "Vermont has probably fewer *annual* Teachers than any other New England State." First let us look at the fact, for it is a fact. Our Graded Schools in the larger villages and a *few* of our Academies and Seminaries are conducted by experienced, energetic and permanent Teachers, men and women who have made teaching their profession and are devoting to it their best energies. But all the rest, our common schools and a large majority of our higher schools and academies, are under the care of constantly changing teachers. In most of our common schools, a change is made twice each year, and in some of our academies nearly as often.

What is the cause of this great evil? There are doubtless many causes. In districts where the school is kept up only a few months in a year, permanency is out of the question. The small compensation offered is another reason for this instability. The well qualified teacher cannot afford to continue in an employment which will hardly give him a living through the year, to say nothing about the necessary expense of his education. Hence, if he has consented to teach for a term or two, he wisely decides to seek some other employment, or remove to some other State, where a good Teacher's services are better appreciated.

The frequent changes of teachers in our *Academies* is to be attributed to still another cause. These schools are entrusted to the care and management of those who are not *teachers*, but students of Medicine, Law, or Divinity. They have come from the college or the office, not because they desire to teach school, but because they *want* and *must have* a little money to enable them, not to become *better teachers*, but to carry on their *professional* studies. They cannot be absent from their studies long, hence there must be a substitute, who is generally anoth-

er candidate for *professional* life. So the changes go on from term to term, and year to year, and the bad consequences follow. And what are some of these consequences?

1. An entire want of system in the management and instruction of our schools. Every new teacher has his own modus operandi; his own peculiar views and methods of instruction. As a consequence, there can be no *systematic* study, no regular and well arranged course of instruction. Pupils are usually left to select their own studies and to follow their own inclinations. If ever, afterwards, they enter upon a regular course with a view to acquire a thorough education, they find that much time has been lost and much strength wasted in this way.

2. A loss of interest and enthusiasm, which are indispensable to the success of a school.

When the teacher knows that he is to be in the school but a single term, he can feel but little interest, can awaken but little enthusiasm. By the time he becomes thoroughly acquainted with his pupils and patrons and is capable of appreciating their wants and of exciting them to earnest application, he gives place to another *stranger*, and all that he might now do more than he has done, is lost to the school.

And if this idea is applied to the *temporary* Academic Teacher, it has still more force. He not only has little or no interest in his school, but his attention is absorbed by subjects entirely foreign. He has left college, but must keep up with his class; or he has entered his name in a Law office, and must be ready for admission to the Bar at the appointed time; or has in view a course of Medical Lectures, and must be ready for them! In this way, all his time and strength not absolutely required by law in the school-room, are lost to the School.

None can fail to see the evils resulting from this want of permanency and regularity in our schools. And it is mortifying to know this instability is *peculiar to Vermont.*

But is there no remedy for the evils contemplated? I answer, Yes.

Let the whole community wake up to a consciousness of the importance of our schools: let the standard of teachers' qualifications be elevated and their wages increased; let none but earnest, well qualified teachers be employed, always giving preference to *females* and to those who have made teaching a profession. Then will our common schools become more efficient and really less expensive.

Let the Trustees of academies promptly reject all applicants who propose to teach simply for the *pay*, and employ those who have chosen teaching as a profession. But I am met here by the objection—"Our school is small and we cannot sustain a permanent and professional Teacher."

I answer, the history of Vermont Academies shows the fallacy of this assertion. What has been the condition of those Academies and Seminaries which have been, for a series of years, under the management of earnest, practical, professional Teachers? Invariably prosperous. What has been the result of exchanging such Teachers for a variety of *Students* of Law, Medicine, or Divinity? The school has always, so far as my observation has extended, *declined* under such management. I could point to one Academy in the State, which for *twelve years* had an average attendance of not less than 150, (and during some terms the number reached 250), which has since, under the change contemplated above, been reduced to a merely *nominal existence.*

And what Academies and Seminaries now have the confidence and patronage of our community? I answer, those which are conducted by permanent, professional Teachers. We can do no better service to the cause of education in Vermont, than to compel the *hireling* to give place to permanent Teachers. H.

GREENLEAF'S ARITHMETICS.

It is proposed in this article to state, as briefly as possible, some objections to the use of Greenleaf's Arithmetics in our Common Schools. It may seem presumptuous to take such a venerable thing by the beard, but there is a pretty general belief among teachers that some other text-book may be advantageously substituted. At the outset we are met by the fact that the text-books are prescribed by the Board of Education for whom we have great respect. As to this, it is probable enough that the former Board of School Commissioners had Greenleaf's Common School Arithmetic in mind, as *the* book which would be used in common schools for advanced classes, when they recommended the series. At any rate, they might easily get this idea from the title and the judicious suggestions of agents, believing that the Higher would never enter a school. But the teachers and schools in the northern and eastern parts of the State are afflicted with this book, the embodiment of almost all the eccentric author's whims and miscellaneous mathematical knowledge,—a book as ponderous, in its way, as the Græca Majora, and, for nearly the same reasons, as useless. Will any one claim that it is fit for boys and girls who are in the District School? There are rare mathematicians in almost every town who appreciate the difficulties and find a lusty pleasure in grappling with them, but our schools are not for such, nor our books.

Very few graduates from the colleges, who care to teach, are sufficiently versed in practical mathematics to be able to reduce a large number of the problems in it, without taking time from their leisure hours which they cannot afford. But our plain, sensible, and competent young ladies and gentlemen, who have had only an elementary training are expected to be masters of the book; and, if they are unable to solve intelligibly, the toughest

problems in it, are made the subjects of malicious *torture* by stupid children. This fact the writer has gained solely from *observation*, and it has been impressed by sympathy. To any one skilled in Analytical and Practical Geometry and the more abstruse methods of Algebra, these problems do not seem at all difficult. One is totally surprised at finding anything so easy after sufficient study, which cost him so much painful labor in boyhood. But I am writing for plain people, not for mathematicians. Of course, it is impossible to simplify a geometrical demonstration so as to make it plain to those ignorant of geometry. It is necessary to say frankly to classes that the process is too severe for them in their present stage of knowledge, and the text-book is totally unfit for its place. But when these young people, Key in hand, it may be, go to their schools as teachers, and tell *their* scholars the same thing, they are put down as simply incompetent; for nothing is more certain than that a teacher in our common schools must be able to "explain" whatever is in the text-books. Examples of objectionable problems are problems 33d and 38th, page 444. For the solution of the former given in the Key, the author shows no reason and he fails to base it upon any familiar principle; in reducing the latter, geometrical methods must be employed as *starting points*, and the whole process is an ingenious net-work of some obscure relations between triangles. The solution of the 36th problem, on the same page, is strictly algebraic. Now suppose a teacher begins to "explain" the 38th, perhaps possessing complete knowledge of the process. At the outset he stumbles upon some unusual facts concerning triangles. What shall he do? Shall he begin, and try to teach the class the fourth book of Geometry? They must understand both, if either. He cannot do this and tells them to take certain things "*for granted.*" But what they are to take for granted is what they want to know. So they go away thinking, "we can get all that from the Key." This is only one case of

too many. The result is that pupils are *en*couraged in habits of superficial study, and the teacher is *dis*couraged, and inclined to let them study the Key and have done with it. What *advantage* is there to balance this trouble and confusion? Is it *necessary?* Is there no better book?

Many elderly people have noticed that scholars nowadays spend much more time in studying arithmetic than their fathers and mothers were wont to spend, without any additional knowledge by the means. One shrewd and closely observant teacher has suggested that there must be some reason on account of which boys and girls spend two or three times the labor in this branch which used to be reckoned necessary, and are not at all better arithmeticians; and he thinks the fault lies in the method, or rather want of method, of teaching the *Science* as well as the *Art*. This fault must lie at the door of the text-book as well as the teacher; and it serves our purpose to inquire whether Greenleaf's books possess the essential qualities of good arithmetics, i. e., whether they are logical, well-arranged, concise and accurate in respect to definitions and rules.

A law of lucid reasoning is that *general* principles should be as few as possible. It is essential to a good demonstration that it proceed directly from the premises and not be cumbered by topics not necessarily involved in it. Illustrative examples should not contain any queer or remarkable features, except what are indispensable. To make a special application more clear, it is necessary to premise that Mr. Greenleaf is not an accurate mathematician, of which statement the most convincing proof is his Geometry recently published. No one can read it who is familiar with the strict methods of Euclid or Loomis' elegant statement of them, without a feeling of sorrow that the author should regard it as his duty to belabor the world with his caprices in the study of form. The Algebra,—"An Arithmetic interspersed with x's,"

some one calls it—furnishes another proof. Take a single point, his treatment of the doctrine of Negative Exponents, or Reciprocals, which subsequently enters largely into the development of the Binomial Theorem. After a single illustration, it is dismissed with the astounding information that to free fractions from negative exponents we must transfer the terms affected by them from the numerator to the denominator, and vice versa, and change the sign of the exponent!

In the *arithmetic*, the discussion of fractions, (much better in the Higher than in the Common School, which most concerns us), is another case in point. The multiplication and division of fractions are stated in the most confused manner possible. It is certainly very easy to show the *identity* of Division, Fractions and Ratio. Why not, then, obey the general law, above stated, and adopt a *uniform* method for all, rather than treat fractions clumsily as "parts," and ratio and proportion as a mysterious assemblage of extremes and means, antecedents and consequents, &c? Let me not be understood as *discarding* these terms, but wishing to use them in a proper sense.

If these references prove any want of *logic* in the author, it is easy to specify faults in the arrangement of the topics in the book.

Problems in United States Currency should be placed under the head of Decimals. It is certainly *needless*, as well as wrong, to present them as independent.

Contractions in multiplication and division, and all odd methods of solving problems, like Inspection, Practice, &c., should be put in an Appendix. If they are mingled with the regular methods they not only mar the order of study and confuse a student's ideas of the fundamental processes, but appear to be much more difficult themselves than they really are. Do we need them? Why not let pupils learn the *regular* trodden road first, and then hunt up by-paths?

How surprising it is that authors of arithmetics, other

wise quite logical, should adhere so tenaciously to such an unnecessary inversion of natural order as to put compound numbers before fractions! More trouble befalls young scholars at this point, perhaps, than any-where else, and for a good reason.—Pupils who know how to combine and separate fractional factors, have no trouble; but the book is made for the younger classes; and for these, logical arrangement is of first importance.

After Partnership come eight pages on Exchange of Currencies followed by Duodecimals and the Square Root!

Why not put Duodecimals where, by Greenleaf's own definition they belong, under Compound Numbers?

A few references will go to show that our author is not exact and accurate in definitions and rules, though such references will be needless for all readers of the Journal. On page 194 of the Common School, we find this:

"Percentage and *per cent.* are terms derived from Latin words, per centum, which signify by the hundred. Percentage, therefore, is any rate or sum on a hundred, or it is any number of hundredths."

What would a boy of twelve think of this except that the man who wrote it no doubt knew a great deal? Why not say at once that per cent. means any number of hundredths? But we are enlightened still more in the following paragraph:

"Since per cent. is any number of hundredths, it is a decimal written in the same manner as hundredths in decimal fractions"! Who would suppose it is written in any other way! The whole thing is over-done, and the pupil thinks he is studying something profound and new, when in reality he is on familiar ground. It's the old story of traveling all day and coming out at the starting point.

The rule for Equation of Payments is, "multiply each payment by *its own time of credit*, and divide the sum of the products by the sum of the payments,"—another case in point.

I have put down some of the more prominent faults in the books, frankly and without any attempt to exhaust the subject. But there are graver objections against the use of them.

There are *three editions* of the Common School, differing enough to cause great perplexity. In almost every school in this town, the scholars who study arithmetic cannot be classified on this account.

It seems to be the author's belief that the *Key* must accompany the book; and though the printer facetiously enough puts on it, "For teachers only," the caution is as humorously vain as "Positively no Admittance" on an old factory.

There is no check upon the sale of the Keys. The writer has reliable information in regard to a teacher in this State who sold his pupils the book and key together as a method of speculation. Should not this fact alone be sufficient to exclude these text-books from our schools? What teacher who labors to induce habits of patient study and logical thinking in his pupils, and who regards careful training in Arithmetic indispensable to the attainment of so desirable an object, or what lover of independent scholarship and downright honesty in young people, can fail to admit that this free use of a key is utterly destructive.

We search in vain for a perfect school book. Colburn's Mental is nearly complete. With all their faults Mr. Greenleaf's books are products of prodigious labor and are stamped with marks of an earnest but eccentric mind. He has puzzled more young people than any other man, and that is something. T.

Children should be influenced to love to learn, and should only be made to work when they are inclined to.

Still, children should not be permitted to be idle; and must be accustomed to drop occupations which are pleasant to them, to take up others not so agreeable.

FREEDOM, OUR QUEEN.

OLIVER WENDELL HOLMES.

Land where the banners wave last in the sun,
  Blazoned with star-clusters many in one,
Floating o'er prairie and mountain and sea;
  Hark! 'tis the voice of thy children to thee!

Here at thine altar our vows we renew,
  Still in thy cause to be loyal and true,—
True to thy flag on the field and the wave,
  Living to honor it, dying to save!

Mother of heroes! if perfidy's blight
  Fall on a star in thy garland of light,
Sound but one bugle-blast! Lo! at the sign
  Armies all panoplied wheel into line!

Hope of the world! thou hast broken its chains,—
  Wear thy bright arms while a tyrant remains,
Stand for the right till the nations shall own
  Freedom their sovereign, with Law for her throne.

SONG FOR THE CLOSE OF SCHOOL.

Air.—Oft in the stilly night.

See that soft-tinted glow,
  The winter sun is setting
See! the pure, placid snow
  Its paleness is forgetting.
May every heart, before we part,
  Forget to day's wan sorrow;
And as we go, all peaceful glow
  With hope of bright to-morrow.
Dear teacher, now forget
  Our every breach of duty;
Pray that our souls may yet
  Grow into virtue's beauty.

When life's short day is gone,
  Oh! then to us be given
Such promise of the dawn,
  The fadeless light of Heaven.

Then let life's light be dull or bright,
We'll keep the WEST before us,
'Till joy and love, from God above,
Their holy calm shed o'er us.
Then, loved ones, no more night,
Nor pain, nor parting knowing;
We'll see in fairest light
Each other's spirits glowing. L. C.

SCRAPS FOR YOUTH.

ISAAC NEWTON.

Sir Isaac Newton was one of the wisest and cleverest men that England has ever produced. He was born at Woolsthrope, near Grantham, Lincolnshire. At twelve years old he was placed by his mother in the Grammar School at Grantham, where at first he was very inattentive, but afterwards rose to be head of the school. The time which other boys spent in play, Isaac occupied in making various little machines and contrivances, such as models of windmills, carriages, &c., in which he showed great skill. He tried to understand all that came before him, made sun-dials, and tried various experiments in science. At fifteen years old he went home again, as it was intended to make him a farmer; but instead of looking after sheep and cattle, Isaac spent his time in reading and studying. Being found by his uncle working out a mathematical problem under a hedge, he was wisely sent back to school, and then to Cambridge, where he made those great discoveries which have rendered his name so famous. He used to say that he had made them by "patient thinking." Let this be the lesson we learn from Sir Isaac Newton—*Patient Thinking is the Road to Knowledge.*

RAIN.

If you stand near to a railway engine when the steam is rapidly escaping, a fine, small rain may annoy you.—That fine rain a few moments before, was vapor, hot and invisible in the boiler; but, having escaped from its burn-

ing prison of iron, the cold air first converted it into rain. Cloud vapor is condensed into rain in like manner. The little particles combine by mutual attraction as they fall, and thus they form drops, and the larger the drops are the heavier they are, and the more rapidly they fall to the earth. Hilly lands are more subject to rain than wide plains, because the air, in passing over the hills, rises to higher and colder regions, in which the vapor is condensed. Snow is formed by the vapor being frozen in the state of cloud before it is formed into drops, and hail by the drops being frozen after they are fully formed. Hail is frozen more rapidly than snow, and by the rain-drops passing quickly into very cold currents of air. Hail often appears during thunder-storms, when, owing to the explosions of electricity, there are very rapid changes in the temperature in the cloud regions. It has occasionally been so large, during an electric storm, as to form heavy pieces of ice, which have done much damage as they fell.

THE RIGHT SPIRIT.

A young lad, whom we call Johnny, wrote to his father not long since for leave to join a cavalry company, then being formed in the city of New York. He was a mere boy, hardly old enough to enter the United States' service; but his heart was fired with patriotism, and he was anxious to go to the defence of his country. His request, for certain reasons, was not granted; but we are sure, if Johnny had been permitted to go to the war, he would have made a good soldier, for he is a brave boy, and never flinches from duty. His mother said he would march up straight to the cannon's mouth, and we believe he would. One little incident in his early boyhood will show something of his spirit.

His father, wishing to get rid of a tree which stood upon his grounds, first removed the earth from the roots, and then, not being able to sway it over so as to bring it to the ground, desired Johnny to go up into the top of the

tree and assist him by his weight in bringing it down.—Johnny hesitated a moment, and then did as he was desired. On being inquired of by his mother, afterward, why he hesitated, he made this reply:

"Mother," said he, "I thought if I climbed the tree I should certainly be killed, but I thought again, *if I was killed in obeying my father, it would not be bad for me.*"

That is what we call true courage.

Johnny knew the danger, for it was real to him, and deliberately made up his mind to meet it. He acted from a sense of duty, confident that in obeying his father nothing bad could happen to him. We hope, whether Johnny goes to the war or not, that his life will be spared; for the country needs just such men;—not in the army alone, but in the Cabinet and in Congress; in all places of influence and trust,—men who will not *flinch*, but be ready to die, if called to this, in the performance of duty.—*Child at Home.*

PRACTICAL TEACHING.

Considerable complaint is made, and rightly too, of a lack of thoroughness in teaching. It is a fact indisputable, that many of our teachers, and among these might be classed many who have gained a high reputation, fail to appreciate the true end and aim of education. They may possess that most desirable faculty of clearly explaining principles, and forcibly inculcating truth; may labor long, and in a measure successfully, and succeed in conducting a class satisfactorily through the whole extent of the mathematical world, and yet fail to educate their pupils properly. And why? simply because they have taught the text books; their teaching has been theoretical, not practical.

Many a scholar leaves the Academy, and the College even, thought to be finished, fully educated, and yet re-

moved from his text-books and aids, is as a stranger in a strange land, but little better fitted than the child, for the practical and every day duties of an active life. He has not learned to reason, compare, or judge; cannot *think;* is unable to reach plain and logical conclusions. The reason is plain. He knows nothing but books; beyond and out of these he is lost. I would not despise book-learning, it is a valuable and very important auxiliary to proper culture, and yet this alone can never educate the man. True, when a man has passed four long years within college walls and drank deep at the well of classic lore, the verdict is, he is *educated*, is now a fine and polished scholar. Thus does the public too generally estimate the scholar by the square contents of books conned during his course.

Teachers, too, to a very great extent imbibe the same opinion, and constantly crowd their pupils through their various studies, eliciting much praise from flattered parents, and creating in the mind of the child ideas of importance and unmerited superiority, ideas which a true process of education never did, nor never will engender; for it is a well established fact, that the more we learn, the more forcibly we are convinced we know nothing. Yet this pernicious and destructive method of teaching is followed in a majority of our schools; parents look with pride upon the apparently rapid progress of their children, the children themselves are flattered with what they consider vast attainments, while the teacher, conscious of the dignity of his station, beholds with increased satisfaction, his decided success; all alike unconscious of the lasting injury inflicted upon the child. The evil results of such a course are apparent to all. The child learns the book and can recite it parrot-like, and if he fails the teacher is ever ready to assist by what lawyers would call leading questions, usually suggesting the required monosyllabic answer; thus the pupil closes his recitation with credit to himself, and reflecting great honor upon his teacher!—The whole is a *farce*, and nothing is effected, but loss of

time on the part of the pupils, expense to parents, and should be a reproach to the teacher. Now who should justly bear the blame? The teacher, most certainly. Every one in this capacity should throw aside the text-books, considering them merely as aids; should teach the principles of science suited to the standing and ability of the student—embodied in simple, plain language, enforced by clear and common place illustrations, and applied to practical examples, not drawn exclusively from the obscure and misty depths of Greenleaf's National, but from the active fertile brain of both teacher and pupil. Thus the pupil would be taught to think and act for himself. Thought is the foundation of all true and thorough culture, and he who has learned to think clearly and systematically, need fear no impediment in his future researches after truth, no obstacles in his onward march toward eminence and distinction. A man thus taught would be practically educated. Here, too, the teacher may see his great responsibility, his own need of true culture, that he may know how to truly educate those committed to his charge.

I have thus imperfectly given my idea of practical teaching, and will endeavor in a future article to point out a few prominent errors common in our day, and suggest, if possible, a remedy. D. M. C.

SPELLING.—There were some pretty independent and original minds in a late Vermont Legislature, not to be trammeled by dictionaries or "book larnin'." Eight different members of the committee on mileage and debentures spelled the word committee in eight different ways, and all wrong, as follows: "Committy, commity, comitie, committie, comitte, committe, comittee, comitee." Perhaps they went on the principle of the Pennsylvania lawyer, who, when taken to task in court by the opposing counsel, for bad spelling, retorted that "a man must be a fool if he could not spell a word in more ways than one."

TEACHERS' ASSOCIATION.

The Orleans County Teachers' Association convened in the Congregational Church, at Craftsbury, on the 17th and 18th of January. Owing to an almost effectual blockade of snow, but few were in attendance upon the first session; but the friends of the cause, who by continued exertion and commendable perseverance succeeded in running the blockade, came in good numbers, in fine spirits, and strong for the work assigned them; so that the remaining sessions were fully attended and made highly interesting.

The session of Friday afternoon was opened by reading of scriptures and prayer by Rev. H. N. Hovey, of Albany. A lecture was delivered by A. M. Crane of Irasburg, subject,—"The Ideal Teacher." The speaker proceeded to show that *his ideal* must be one who has *ability* and *will* to *work; ability* to *command;* the power to please and interest; that there must be earnest engagement in the work, and ability to impart instruction; that there must be a genuine love for the occupation; and crowning all, a truly moral and christian character. The lecture was full of interest, abounding in plain truths, strong argument, and forcible illustration. The lecture was discussed at length by Rev. S. R. Hall, Rev. H. N. Hovey and Rev. T. Bayne. Rev. S. K. B. Perkins, Rev. T. Bayne and C. A. J. Marsh were appointed committee on Resolutions.

EVENING SESSION.

Opening prayer by Rev. S. K. B. Perkins, of Glover. After preliminary business, O. H. Austin of Brownington, read an interesting and instructive lecture, subject,—"The Education of the Man." He established as the great principle of Education; that it is the first and paramount duty *to educate the man;* not merely the lawyer, minister, or the teacher. He spoke of the prevalent ideas of Edu-

cation, termed *practical* because the time and expense of it are to be repaid in some *material good*, and showed that the Bible reveals the *true* nobility of *man*, that a high view of our manhood does not foster pride, but humility rather and gratitude; that the *true man* must do *manly* work, as the living fountains must send forth their waters; and cited Franklin as an illustration of manly culture.

He said *the times call for men;* that we had far too many politicians trained up to deceive the people and secure high places of trust, now we want *men;* yes, *true* men must constitute our repaired and purified Republic; that teachers, especially of the common school, are called upon to elevate and direct the popular notions in respect to education; and concluded by exhorting all to go forth into the broad fields of literature and science, and gather laurels, which shall adorn the mind and give the world a race of men.

Mr. Austin was followed by G. W. Todd, of the Liberal Institute, Glover, subject,—"Our Implied Contracts." After premising that when men enter into society, at the legal age, they tacitly bind themselves to perform all their contracts with society; that these implied contracts are as binding and obligatory on mankind as their express legal contracts, and the public so regards them, the speaker affirmed that in educational matters each individual promises as a member of society to do all in his power.

1st. We promise to furnish the means for the education of the masses.

2d. We promise to furnish a good and convenient house for school purposes. While individuals are ever ready to build fine dwellings; counties to furnish good county buildings; religious societies willingly build, and ornament churches, &c.; a large proportion of society complain of erecting good and suitable school-houses.

3d. We promise to attend the annual district school meeting, and select the right man for Prudential Committee.

4th. We promise to furnish good teachers; to visit the school; to see that pupils are at school every day and in season; and to take a real, heartfelt interest in the affairs of common schools.

5th. In short, we promise to scatter wide the seeds of Progress and Radical Reform.

Without executing these tacit promises we cannot cancel our obligations to society. The lecture was replete with bold truth and forcible argument and was uttered with the force and earnestness that characterize the speaker and render him so strong and efficient a laborer in the cause.

MORNING SESSION.

The session of Saturday morning was very fully attended. Prayer by O. H. Austin. A lecture was delivered by H. R. Foster, of Coventry Academy, subject,"—The Duty of the Teacher in the Training of the Child." The speaker pointed out in a clear and forcible manner the duties of the teacher in all his relations to his pupils, as regards Physical, Intellectual, Moral, and Religious training. It was a very interesting address and was listened to with marked attention. This was followed by the discussion of the resolution, Resolved that the Public are primarily, mediately, and ultimately the cause of poor schools. D. M. Camp, of Charleston Academy, opened the discussion upon the affirmative, sustained by Messrs Hastings of Craftsbury, Foster of Coventry, Bayne of Irasburgh, and opposed by C. A. J. Marsh, the only one who appeared to defend the rights of an *injured* public. The discussion was very interesting, and not a little amusing, some of the speakers pretending the negative, yet by pointed sarcasm and pungent satire strongly supporting the affirmative. After an animated and extended discussion, the resolution was passed by a handsome majority. The following resolution was presented and laid upon the table:

Resolved, That this Association entertains a profound

conviction that a greatly increased attention and prominence should be given to the Geography and History of our own State, in the studies of our common schools. A resolution of hearty thanks to the citizens of Craftsbury, and to the choir, was unanimously adopted.

This was considered by all to be, by far the best meeting of the Association ever held in the county, and the friends of the cause have great reason to be encouraged, and to hope for far greater success in the future.

REV. S. R. HALL, President.

D. M. CAMP, Cor. and Rec. Secretary.

EDITORIAL DEPARTMENT.

FAMILIAR SUGGESTIONS TO COMMON SCHOOL TEACHERS.

We propose to extend our suggestions upon Arithmetic a little further. We hinted in our last that *Addition* and *Subtraction* are the *only* rules in *Arithmetic*. Few pupils gather the truth from our text-books, on this point. Many suppose that all which is bound in one volume and labelled "Arithmetic," really belongs to that subject. What is Arithmetic? "The science of numbers." What is number? "A collection of units." Now, what can you do with numbers? Add them together, and take them apart or compare them. You may separate units into fractions and add or subtract these parts; you may combine numbers of different denominations, and add or subtract the compounds. You can do nothing more with *numbers*.

You are through with *Arithmetic* when these two rules with all their applications, are thoroughly mastered. Notation and Numeration are no more *rules* than the *writing* and *reading* of Greek. Multiplication and Division are simply short methods of adding and subtract-

ing, not additional rules in Arithmetic. All other rules in the *book*, properly belong to the Higher Mathematics, Algebra, Geometry, &c. The methods of multiplying and dividing are familiar to all. We will pause here only to notice some of the *freaks* of the figure 9. You may multiply it by each of the nine digits and notice the results.

$9\times1=9$	$9\times4=36$	$9\times7=63$
$9\times2=18$	$9\times5=45$	$9\times8=72$
$9\times3=27$	$9\times6=54$	$9\times9=81$

The figures in each of these products *added*=9. They are 9, 18, 27, 36, 45, 54, 63, 72, 81. Now add, 9=9, 8+1=9, 7+2=9, 6+3=9, 5+4=9. You will here observe, that from this point, in the multiplication, the products are the same figures in an *inverted* order. The 45 becomes 54, the 36 becomes 63, the 27 becomes 72, and the 18 becomes 81. These last figures added again=9.

The teacher should always call the attention of his class to the relation which multiplication and division sustain to each other. The one is a short way of adding and the other, a short way of subtracting; multiplication is the *combining* and division the *separating* of factors. Hence, in the two processes, the same terms are used, but differently named according to their relations. For example, you multiply 25×5, or 5×25 and obtain the answer 125. Here the multiplicand and muliplier are combined to produce a product. Now divide 125 by 5 and you have 25, or by 25 and you have 5. In these relations, the same numbers change names. The 125 which was a *product* becomes a *dividend*, and the multiplicand and multiplier become divisor and quotient. If you have a product composed of three factors, either one of these factors may be obtained by dividing this product by the product of the other two. The original product is reproduced by multiplying the divisor and quotient. Hence, the two rules prove each other.

In teaching Arithmetic, it seems the most proper to take up the subjects in their natural order. *Vulgar*

Fractions which are created by simple division, should be taught in connection with that rule. Compound numbers, Federal Money and Reduction furnish other examples for addition and subtraction, by long and short methods, hence, they may properly be studied, before the pupil advances in Fractions.

Teach systematically and thoroughly, but *sparingly*. Many teach too much. The pupil should not be told what he can find out himself. Explain principles more than facts; teach the *science* and not the book.

An Omission.—In the article on "History of our Country in Public Schools," Feb. No., page 43d, the sentence, "He learns to love his country, not merely because he was born within her limits, nor yet because her history is engraven upon the tablet of his memory and interwoven with the texture of his soul," should read, "He learns to love his country, not merely because he was born within her limits, nor yet because *her soil has sustained him, but because* her history is engraven upon the tablet of his memory and interwoven with the textures of his soul." The *italicised* clause is the one omitted, in the article as published.

Just As it Should Be.—We learn with pleasure that our friend and co-laborer, *Rev. Sam'l Findley*, late editor of the Penn. Teacher, has been elected to the Chair of Rhetoric, in the Western University of Pennsylvania, located at Pittsburg. The right man in the right place.

Killed in Battle.—"Lieut. Pierce, one of the killed at Newbern, was principal of the high school at Woonsocket, R. I., when the war broke out. His loss will be deeply regretted, especially by the teachers in the state. He had been very active in the teachers' institutes and in promoting the cause of popular education by every means in his power. He was a native of Massachusetts, and a graduate of Williams or Amherst College."

The word School is derived from the Greek word "*Schole*," meaning "leisure;" the Latin Synonyms are *otium* and *vacatio*. Is this the reason why we find in some schools, so much *leisure* and so little *study*?

Get up a Club. We will give a copy of the Vermont School Journal for 1862, to any one who will procure *eight new* subscribers and send us $4. Now is your time.

Punctuality.—In the following extract from a Report of the committee of Keene (N. H.) High School, we find a remarkable example of punctuality which we understand has been secured by the co-operation of Teachers, Pupils and Parents. Yet much of the credit is undoubtedly due to the accomplished Teachers, Mr. and Mrs. Burbank. We should be glad to publish similar reports of our Vermont High Schools, and shall be proud to find one which ranks as high.

Summer term, 12 weeks. Whole number of scholars, 80; males, 30; females, 50. Average attendance, 76. Number not absent, 58. Tardy, 0. Number of visits by Superintending Committee, 12; Prudential Committee, 8; citizens, 175.

Fall term, 12 weeks. Number of scholars, 82; males, 34; females, 48. Average attendance, 78. Number not absent, 60. Tardy, 0. Visits by Superintending Committee, 13. Prudential Committee, 11. Citizens, 245.

Winter term, 14 weeks. Number of scholars, 94. Males, 43; females, 51. Average attendance, 91. Not absent, 68. Tardy, 0. Visits by Superintending Committee, 15. Prudential Committee, 12. Citizens, 525.

P. S.—In a school nearer home, we have to report 1055 *tardy* marks, the same year!

NOTICES OF BOOKS AND PERIODICALS.

The Atlantic Monthly has increased in circulation more than 10,000 copies since the beginning of the year. The same thoughtful and patriotic political papers, from the best prose writers, will continue to lend power and dignity to its pages; and favorite poets will evolve from the ever-shifting phases of our national affairs the lessons of the hour. The two great *serial* features which have so firmly fixed public attention—Professor Agassiz's popular expositions of the science of Natural History, and James Russell Lowell's "Biglow Papers"—will be continued each month.

The Continental is a new and sterling monthly devoted to Literature and National Policy. It is intended to meet a special want now unsupplied, by furnishing an Independent Magazine, which shall be open to the first intellects of the land, and which

shall treat the issues presented, and to be presented to the country, in a tone no way tempered by partisanship, or influenced by fear, favor, or the hope of reward; which shall seize and grapple with the momentous subjects that the present disturbed state of affairs heave to the surface, and which CAN NOT be laid aside or neglected. Edited by C. G. Leland. Published by J. R. Gilmore, 110 Tremont St., Boston. One copy $3, postage paid. Three copies $6, postage unpaid.

American Journal of Science and Art, conducted by Professor B. Silliman, B. Silliman, Jr., and James D. Dana, in connection with Prof. Asa Gray, Prof. Louis Agassiz, and Dr. Wolcott Gibbs. To every lover of scientific investigations, this periodical will be invaluable. The articles in the March number are, History of Conchology in the United States, Physics and Hydraulics of the Mississippi River, Contributions to Mineralogy by Genth, Coal Formations of N. A. The Electric Spark, Physiographical Sketch of the Rocky Mountains, North Atlantic Telegraphic Explorations, Scientific Intelligence in Physics, Chemistry, Technical Chemistry, Geology, Astronomy, Meteorology, and Miscellaneous Intelligence. Published bi-monthly, by Silliman and Dana, New Haven, Ct., at $5 per year.

Harper's New Monthly, and *Harper's Weekly*, are before us, each supplying a desideratum no where else to be found.

For notices of the *Home Monthly*, *Godey's Ladies' Book*, *Arthur* and *Peterson*, see the March and previous numbers of the Journal. As good as ever—send for them.

The New Englander is before us. This is a quarterly of distinguished fame in the literary world. Not being familiar with it as a reader, we have passed it to the hands of one who has been a constant reader of it for many years. A fuller notice by him will appear next month. Price $3 per year. Address Wm. L. Kingsley, New Haven, Ct.

Method of Teachers' Institutes, and the Theory of Education, by S. V. Bates, A. M., Dep. Supt. of Com. Schools of Pa. Contents, —Value of Institute Instruction, Object of, Organization of, District Institutes, Method of Conducting, Constitution, Subjects for Discussion, Theory of Intellectual Education. The contents and the reputation of the author, sufficiently indicate the character of the work. Published by A. S. Barnes and Burr, New York.

We have before us several valuable School Reports, which we shall notice at a future time. We shall also glean from them some valuable facts and suggestions for the perusal of Vermont Teachers.

⁂ We are requested by the Adjutant and Inspector General of Vermont, to say that he will furnish to friends of deceased soldiers all necessary blanks for obtaining the money due such soldiers, thus saving percentage to agents. Address P. T. Washburn, Adj. and Ins. General, Woodstock, Vt., enclosing return postage.

THE
VERMONT SCHOOL JOURNAL.

Vol. IV. MAY, 1862. No. V.

"SHE KNOWS ENOUGH TO TEACH OUR SCHOOL."

So said a school agent who had ransacked the county to find a *cheap* teacher,—one who would charge only a dollar and a half per week and board among the scholars. There was no enquiry as to her character, or qualifications, but "how much does she ask?" And when the question of her efficiency was raised, he replied, "She knows enough to teach our school. It is small and *backward.*" No greater mistake could be made than this. *An ignorant teacher for an ignorant school!* Nothing could be more absurd. Employ ignorance to instruct ignorance? The more backward the school, the more intelligent should be the teacher. And on the score of *economy*, nothing is gained. No district can afford to have a *poor* school and hence they cannot afford to employ a *poor* teacher.

But how much does this teacher know? 1st. Does she understand enough of Physiology and Hygiene to be qualified to protect the health and life of her pupils? Is the school-house constructed with no regard to the comfort and safety of those who resort there for instruction? It is the teacher's business, so far as can be, to correct the evil. Are the seats so high that no child under ten years of age, can touch its feet to the floor? The teacher should, if possible, secure a mechanic to cut them down. If this cannot be done, the pupils should never be allowed to occupy these seats, long at a time. Give them freedom in the open air, to relieve their aching limbs and weary bodies. Has the school room no means of ventilation? It is the teacher's duty to open some safe avenues for the

free circulation of fresh air. There are school-houses in our midst, filled with stifled atmosphere more dangerous than that of the poison valley of Java—more dangerous, because not immediately fatal in its effects. Children do not fall dead by your side, in a poorly ventilated school-room; but they inhale poisons which infect their blood, injure their constitution and often bring them to a premature grave. Is it not the teacher's business to understand these laws and facts, and guard against the evil? The teacher should also understand how to regulate the temperature of the school-room. Most of the rooms are overheated; some range as high as 90° Fahrenheit. Sixty degrees should be the *minimum* and seventy, the *maximum*. And it is of the utmost importance that this temperature should be uniform. Pupils should never be allowed to sit by a window slightly raised, so that the cold air can impinge upon the body. Is that a competent teacher who sends her pupils home at night, with their limbs half paralyzed from confinement upon badly constructed seats, and their shoulders stooping for the weary load of early consumption? Is she a competent teacher who allows her scholars to be so oppressed by artificial heat that they are kept in a high fever during the whole term?

The laws of health and the means of its preservation should be thoroughly understood by every candidate for this high office. It makes little difference how small and "backward" the school; sound health is important for all. This knowledge should include practical gymnastics, as a means of physical development. No teacher can be regarded fully qualified, who does not appreciate the importance of this subject.

2. Does the teacher know how to manage and control her school?

The ability to do this is much more the gift of nature than an acquisition. If the mistress has not skill, she cannot manage; if she has not authority, she cannot govern. Yet, neither of these can be acquired by those who

have not natural talent. Keen discernment, force of character and common sense, are essential to a teacher's success. Where the talent exists, it can be improved by cultivation. "The gem cannot be polished without friction;" but there can be no polish, if there is no *gem*. The great secret of success in school-keeping, lies under this head. To *manage* well, the teacher must understand human nature, must have system and order and promptness, in all she does, and must devote to her daily school duties, all her time and strength. She must be familiar and kind, yet, firm and decided; she must gain the sympathies and confidence of her pupils, yet hold them by force of Law, whenever occasion requires. Is she qualified to *control* her scholars. She will do it chiefly by *management*. A systematic and well regulated school under the eye of authority, is of necessity well governed. The true teacher has self-control and this gives her power to control others. It inspires confidence and commands respect. She moves about with dignity and composure, and an unconscious influence pervades the school-room and creates order and life.

3. Does the Instructress know how to *teach?*

I do not inquire whether she is familiar with the branches studied in our schools, but what is her knowledge of the art of *teaching*?

If she understands her business, she will not place herself on a lofty eminence above her pupils and attempt to overawe them by her own erudition. She must come down from such an eminence, and taking them by the hand, point out the niches in which others planted their feet when climbing, while at each successive step she shows them the increasing beauties which open before them. She must keep out of their light and make just as little exhibition of her own learning as possible.

Nor will she allow herself to be used as a *crutch* for her pupils to *limp* on, smoothing down every obstacle that is encountered, requiring no mental effort and cultivating a

habit of dependence. On the other hand, independent thought and self-reliance must be cultivated, discipline secured and the habit of *expression* formed. The teacher must not, then, *pour in*, nor *draw out* knowledge, but require the pupil to study faithfully, and recite independently under the guidance and inspiration of *sparing* instruction.

4. Does the teacher understand the responsibilities that rest upon her in this elevated position? Does she know how far her example will go for good or evil? And does she possess such principles and such a character, as may be safely transferred to her pupils? In a word, "does she know enough to teach our school?" If so, employ her, pay her liberally, give her *one* home, treat her kindly and confidentially, visit her school and co-operate in all her efforts for the improvement of your children, and none but good results will follow. O.

SCHOOL HOUSES.

NO. II. THEIR CONSTRUCTION.

After choice has been made of a good location, the next thing needful is the *erection of a suitable edifice.*

An appropriate structure, with whatever else is needful to the bodily comfort and health of children engaged in study, is of no small moment. Too little importance is ordinarily attached to convenient and well-devised buildings of all kinds, especially as they need cost little, if any, more than the rudest and most ill-contrived which we now have. Also beauty, other things being equal, should be by no means disregarded. Its presence is always desirable, so far as it is not made to encroach upon utility. In structures generally, both taste and adaptation to service may be consulted with advantage. Most of all, should they be kept in view in the erection of an edifice designed for the use of the young, and as a help in their education.

An inviting and comfortable school-house,—one which is not dingy, but cheerful, in its appearance—one too which is not only pleasant, but appeals to the sense of the beautiful—has no insignificant bearing on the opening mind of youth. Accordingly, in the erection of such a building, special care should be taken that it be not merely *convenient and comfortable*, but also *pleasant and tasteful.*

Now these qualities, if they be so deserving of consideration, need to be kept in mind, and rendered predominant, first of all as characteristic features in the *grand outlines* of the school-house. They should be made prominent, so far as fitting, in its external form and appearance, as well as in its structure and arrangements internally. In order to this general adaptation, little more is necessary than forethought in devising, and discretion in the carrying out of the plan devised. And what an advantage is by this means secured. The school-house is an ornament to the neighborhood, and has an attraction for the young. The simple existence of a commodious building, conveniently arranged, in which the older brothers and sisters cheerfully meet for study, not only has an influence on the younger children, but also lures all to school, leads them onward step by step, helping to make each advancement in knowledge rather a pleasure than an irksome journey. Indeed, a great deal is gained, when the place for learning ceases to be regarded as an object of dread, and "going to school" is no longer a disagreeable task.

So, again, the qualities referred to ought not to be lost sight of in the arrangement and finish of particular parts, and especially of proper *seats and desks.* These should be adapted to those who are to occupy them. They need to be such in their structure, as not to be unnecessarily repulsive or wearisome, and so arranged as to subserve convenience and render the school-room an attractive and agreeable place for study. Comfortable seats need be little more expensive than those four-inch benches, still to be met with in some quarters, which the fathers once a

year find "so hard" for the single half-hour of school-meeting, if so be they ever enter the school-house at all. And yet these are the seats, on which little ones are often sentenced to sit six live-long hours a day in perfect stillness; seats, indeed, on which if the child remain in quietness, he passes his time ill at ease in mind and without comfort of body. He is in fact sure to sin against the organic laws of health, if he succeed in observing what might, under other circumstances, be wholesome regulations established by the teacher. Such a violation of the primary conditions of physical well-being no less necessarily results in its appropriate evil, than non-conformity with the arbitrary rules of decorum. This being the case, parents ought to enquire whether they are not doing a gross injustice to the teacher as well as to the taught, when they fail to supply furniture suited to ensure bodily comfort. They certainly should see to it that the young are as seldom as possible placed in the dilemma, in which they are sure, in trying to avoid one evil, to fall into another of scarcely less magnitude.

But, once more, a good house, with seats and desks, both tasteful and well adapted to secure the bodily comfort of children, will not make the school-room pleasant, if there be not a given supply of *warmth*, *light* and *pure air*. Suitable arrangements should accordingly be made, by which a proper temperature may be secured. Usually the deficiency is not so much in heat as in its distribution. Too often the head is excessively warm, while the feet are suffering from cold. So light is needful, not only for the sake of seeing, but also in order to the health of the eye and of the whole body. Due regard should consequently be given to this point, both in the general construction of the school-house, and in the arrangement of the seats. A sufficient amount of fresh air is likewise of great importance. Without it the pupil cannot be kept wide-awake, and intent on his studies. Oxygen is as necessary for the lungs as good bread for the stomach. And yet the child

is often compelled to breathe and re-breathe the atmosphere of the school-room, after it is for the most part deprived of its invigorating qualities, and loaded with poison. In every such case interest in study begins to lag, health to be impaired, while seeds of fatal diseases are sown, from the simple want of suitable arrangements for ventilation.

We see, then, that *much is involved* in the proper construction of the school-house. Not only the configurations of the whole edifice, not merely the kind of seats and desks furnished, but also with these the arrangements for warming, lighting and ventilating, have a great influence upon the pupil and the teacher. When every thing is comfortable and convenient, the instructor is in good humor, while the learner is in a way to be contented and happy in his pursuit of knowledge. If the room or rooms for study be cleanly and well-aired, the child is not worn out with lassitude, and rendered doubly restive under school restraint. Are the appartments, with all the furniture necessarily appertaining thereto, neat, tidy and tasteful, they make him feel at home; they tend to draw out and nurture his powers in a healthy direction, while study, being no longer an object of abhorrence, becomes his delight. Still this result is not likely to follow, if the child's bodily position, while in school, be uncomfortable, and all that meets the eye calculated, as is too often the case, to inspire restlessness and gloomy forebodings. Some, perhaps many, of us look back in memory to the district school-house, almost as we would to a dungeon, in which we were once long immured; as we would to a lonely cell, from which after wearisome days of painful toil we at length escaped. Yes, we think of it as of a dreary prison-house, in which we were doomed to pass many months and years of confinement, injurious to health of body, mind and heart, and not as of a centre of attraction, around which cluster in later life many of the most endearing and gladly cherished recollections of childhood.

If such be the case, surely we, who are now upon the stage of action, are *called* to see that our school-houses are convenient, comfortable and pleasant. This is for the interest, not of one or of a few merely, but of all, and will do much to determine the character of the rising generation. Indeed, well-arranged, sufficiently lighted and properly ventilated rooms add so greatly to the cheerfulness and welfare of the pupil—relieve to such an extent from the weariness of the flesh, giving new zest to the attractions of study—and are in the long run so much the cheapest, if health and intellectual progress alone be considered—that it is a wonder that parents, especially New England parents, who are so noted for their thrift in most other respects, can be satisfied with the present "hang" of many of our school-houses. P.

Errata in No. I.—Page 57, tenth line from bottom, *property* should be *properly*. Page 58, ninth line from top, *and* should read *that*. Page 61, ninth line from top, *inspiration* should be *impartation*. Page 61, last line but one of article, for *which* read *with*.

RATHER PHARISAICAL.

A minister sat at his desk one day,
Where he had sat often before;
For he was preparing a grand essay,
To read to his hearers the very next day,
Concerning "the true and the living way,"
Which would lead them to Heaven's door.

He wandered forth from his cool retreat,
'Twas a beautiful morning in May;
And he took his way through the crowded street,
Where the constant humming of busy feet
Arose as he passed his ears to greet,
Then in distance died away.

A little girl sat in that crowded street,
No father nor mother had she;
Her dress was scanty and bare her feet,
And day after day she had naught to eat,
Kind words came seldom her ears to greet,
And her grief was sad to see.

The preacher came down on the self same side,
Revolving his grand essay;
Did he stop where the little girl sat and cried?
Ah no, not he! he had too much pride,
And no spare moments had he beside,
On a poor child to throw away.

But soon, as he walked with stately stride,
A little black puppy came by;
He stopped and called him up to his side,
Then patted his head with a childish pride,
And stroked his ebony coat beside,
With juvenile ecstacy.

A humble school teacher observed the deed,
And he thought of the holy command,
The naked to clothe and the hungry feed;
The needy to help in their time of need,
And to these precepts he took good heed,
With a willing heart and hand.

He went to this poor neglected child,
As she sat by the way and cried;
Her wants he supplied and in accents mild,
Spoke words of hope till she sweetly smiled;
And thus her sorrows she soon beguiled,
And her tears of grief were dried.

O ye whose hearts, grown hard and cold,
To selfish ambition are given;
Though you from the needy and poor withhold
Your treasured riches or hoarded gold,
Remember, "Their angels always behold
The face of our Father in Heaven." C. A. C.

The culture of the inellect is an unmixed good, when it is sacredly used to enlighten the conscience, to feed the flame of generous sentiment, to perfect us in our common employments, to throw a grace over our common actions, to make us sources of innocent cheerfulness, and centers of holy influence, and to give us courage, strength, stability, amidst the sudden changes and sore temptations and trials of life.

OUR COUNTRY'S HISTORY IN THE PUBLIC SCHOOLS?

If further proof of the importance of this branch of instruction is needed, we have it in the past history and present condition of that ancient people of whom, as concerning the flesh, Christ came, and to whom were committed the oracles of God. Scattered throughout the earth, a by-word and a reproach among men, they still are one people. Their nationality is as distinct and their undying love of country as strong, as in the days when the sweet singer of Israel poured forth from his prophetic lips those mournful strains of inspired melody whose vibrations thrill through the soul and go down to the depths of the inner being. "By the rivers of Babylon there, we sat down; we hanged our harps upon the willows, yea, and we wept when we remembered Zion. If I forget thee, O Jerusalem, let my right hand forget her cunning, if I do not remember thee, let my tongue cleave to the roof of my mouth, if I prefer not Jerusalem above my chief joy." Words of vast import are here! What an effort to mirror forth the deep toned sentiments of patriotic affection which, struggling for utterance through the feeble medium of words, points beyond that medium to emotions which are unutterable. The descendant of Abraham who, notwithstanding Turkish oppression, still clings with patriotic devotion to the holy city, thankfully purchases from his inhuman oppressor the precious privilege of gazing upon the ruins of that "Holy and beautiful house" whose consecrated walls once echoed to the voice of the Son of God. From the ice-bound regions of northern Europe, from the sunny plains of Hindostan, from the crowded thoroughfares of busy London, or the classic ruins of the "Eternal City," the Hebrew exile bends his steps toward the land consecrated by the covenant of his God and the blood of his fathers, happy and

grateful, if he is there permitted to find a grave. Though born in another land, yet the history of his nation is written upon his heart as with a pen of iron. He knows that the bones of his ancestors are there and he seeks to be gathered to the dust of his fathers. It is a recurrence to History. It is the result of obedience to the Divine injunction. "These things that I command thee this day, shall be in thy heart and thou shalt teach them diligently unto thy children and shalt talk of them when thou sittest in thy house, when thou walkest thy way, when thou liest down, and when thou risest up." Thus we see that oral instruction in their history was made the duty of parents to their children, and I aver that the faithful discharge of that duty through successive generations, has done more to perpetuate their nationality, than all other causes combined. If then a knowledge of our own history is so essential to the development of a sound and healthy nationality, how earnestly should we labor to promote it among the rising generation. How anxious should every parent, every teacher, every patriot be to secure an object so interwoven with the future destinies of the nation. Look at the patriotic North struggling to uphold the most beneficent government that ever blessed a people, and then at the traitorous South striving with paricidal hands to overthrow it, and what makes the difference? I answer, the general intelligence of the one and the almost universal ignorance of the other. Those who are bravely fighting for their country will, as a general thing, if questioned, be found to understand its history, and if there be exceptions, they only prove the rule. Let us, then, as a people who understand and appreciate the blessings we enjoy, labor in this, as in all other proper ways, to transmit them unimpaired to future generations.

C. A. C.

Refined manners and polite behavior must not be deemed altogether superficial.

THE TOWN SUPERINTENDENT.

A successful system of common schools necessarily involves much of that "machinery" which many good, conservative people of to-day are pleased to pronounce "humbug." This "machinery," too, must be in "working order" in every part, or the good results of the whole system are partially defeated.

The clock is useless as a time-keeper, when any part of the machinery is not in a condition to perform the part assigned to it. Now, which part of the "machinery" of our common school system is most imperfect, I shall not presume to decide; my limited observation does not qualify me to do so; but I believe my experience will justify me in finding a little fault with the town superintendent.

I taught a district school the past winter, where the superintendent did not visit us until the tenth week. He then made a short call, which was the first and last the school saw of him.

He made no remarks, and some of the scholars, after he left, inquired who he was, and what he came there for. It was not on account of the insignificance of the school that it was thus slighted. The number of scholars was forty-one, average, thirty-seven. Other schools were cared for in about the same manner. There was no teacher's association in town, nothing of the kind. All were waiting for the superintendent to take the lead, as it was regarded as his duty to do so. This is not an extreme case; probably scores of similar cases can be found in the state; but there was just the difficulty too often found, viz:—*the superintendent had business enough without looking after the schools in town;* his great mistake was in taking the office at all; its duties were made a secondary matter.

I am aware of the poor encouragement the superintendent receives in a pecuniary point of view, yet, if he accepts the office he should do it with his "eyes open," and

with the determination to discharge its duties faithfully. Any man who is truly alive to the work of education will not set coolly down to calculate in dollars and cents whether his labor "will pay." The best educators among us are making great sacrifices in behalf of the cause for which they labor.

Sometimes the superintendent is an "M. D.," who thinks more of his visit to some already over-dosed patient, than of the responsibility devolving upon him in the supervision of the schools.

It is not interesting to the teacher who is toiling earnestly and devotedly to mould in symmetry the pliant mind of youth, to have the superintendent make him a hurried "call," apologize for not being more attentive, and "wind up" with a glowing account of his "run of practice!"

As a class, I have no doubt the town superintendents are doing their work faithfully, notwithstanding the poor remuneration they get in dollars and cents; but there are some disgraceful exceptions. There is a great responsibility resting with this office, and, while an indifferent incumbent is worse than none, the influence of the earnest living superintendent will be felt by the humblest pupil that attends the common school. H. S. E.

BOOKS FOR CHILDREN.

BY JAMES CURRIE, A. M., SCOTLAND.

1. The subject of it [the child's book] must be a story, of which the interest centers distinctly on a person, or on some object actually or virtually personified. Science and history, therefore, however much simplified and garnished, are from their very nature unsuitable; the one being too abstract, the other too complex.

2. The book must appeal to the imagination, and not merely to the reason or understanding. A cold, didactic style, however clear, has no attractions for children.

3. In speaking to the feelings the book must not assume too great a degree of self-consciousness in the children. Some otherwise suitable books are spoilt by a perpetual moralizing in set terms, and calling for reflections of a nature quite beyond the children to make; forgetting that morality should be woven into the entire web of the narrative, and that they imbibe the impression of it in silently indentifying themselves with a personage whose sentiments and actions are moral.

4. In teaching morality the book must be careful to base it on a sure foundation. A false morality is a dangerous, yet very common fault in a child's book. Virtue is very frequently associated with personal and temporal advantage, as when "getting on in the world" is made the basis for inculcating truthfulness and honesty; and vice is frequently condemned on the ground of personal and temporal disadvantage alone. If virtue and vice be grounded on no deeper basis, the child's morality must in course of time be rudely shocked, and perhaps overthrown. Sometimes virtue and vice are founded on extreme cases of reward and punishment. Thus the boy who robs nests has often assigned to him the fate of falling from a tree into a river and being drowned; or the lying child goes on in a wicked course, till perhaps he comes to the gallows, or, like Ananias, is struck dead. Such consequences either rarely or never occur; and if no other penalties of vice are mentioned, the child will conclude from its never seeing these particular ones occur that there are none at all.

5. The book should portray virtue for imitation rather than vice for avoidance. It is not prudent to anatomize vicious characters before the young, to trace their steps their various schemes, to show up their designs; even for the purpose of denouncing them. As has been well remarked, "the infectious nature of vices is not destroyed by the reproach which may be attached to them." There is no use of giving children an experience of evil they

had better be without. Let their innocence be preserved as long as it may; the knowledge of good and evil will come soon enough. Not the dark side of human nature, then, but the bright shonld be held up as the picture on which they should dwell.

6. The subject of the book may be either bad, to their experience, or it may be remote from it; but the story should not be improbable. Robinson Crusoe and the Fairy Tales are equally admissible.

7. The sentiment and style of the book should be unaffected. The bantering prettinesses sometimes addressed to the young with the view of getting them to listen, regarding either their personal appearance, or their actions and dispositions, can only breed conceit and affectation in return. And in point of style, there is an *excess* of expression, a studied affection and over-doing of childish words, which by no means add to the beauty or simplicity of the narrative.

Books for children fall under two classes; those whose subject matter is real, and those in which it is fictitious. For the former kind many incidents in biography, and many biographical incidents in history ought to be available. But much less is available than would at first sight appear; which is fully explained if we recollect that a large portion of these incidents are connected with crime and punishment, and that it is not so much the quiet and unobtrusive virtues they record, as the more noisy and popular. There remain to be noticed those books which embody ficticious narrative. The utilitarian spirit has almost entirely banished from the present generation the old nursery tales; Cinderilla, Aladin, Sinbad, and the fairies are in disgrace. These and similar tales must and will be brought back again, being fitted for children in all time. They are much superior in respect of healthy influence to the generality of books which for the present have superseded them. They are not professedly moral tales; they are tales of imagination and amusement; but neither

are they immoral; of none of them can worse be said than that they leave morality where they found it. Whilst many of them, especially the fairy tales, have a distinct moral influence, separating good from evil by a wide and impassible gulf, instead of mingling them up together as is now so commonly done.—*Barnard's Journal of Education.*

PROBLEMS OF THE GRINDSTONE AND HAYSTACK

In a recent article published in the Journal, upon "*Modes of teaching Arithmetic;*"—a solution of a Specified Problem, found in Greenleaf's Higher Arithmetic, was solicited for the benefit of some of our younger teachers. As no one has responded to that solicitation, and as the writer's aid, in solving that and another kindred Problem, continues to be invoked by teachers unable to do the work alone, will you allow him through the medium of the Journal, to furnish them and others in like need, with the requisite statements for the answers sought.

Prob. 22d, p. 394.

A, B, C and D, bought a Grindstone 40 inches in diameter. The diameter of the shaft was 4 inches. What number of inches shall they each grind off from the semi-diameter in the order of the letters above, provided they own equal shares?

1st. $\frac{40-\sqrt{(40)^2-(4)^2\times 3\cdot 4+(4)^2}}{2}=$ A's share.

2d. $\frac{\sqrt{(40)^2-(4)^2\times 3\cdot 4+(4)^2}-\sqrt{(40)^2-(4)^2\times 1\cdot 2+(4)^2}}{2}$

$=$ B's share.

3d.

$\frac{\sqrt{(40)^2-(4)^2\times 1\cdot 2+(4)^2}-\sqrt{(40)^2-(4)^2\times 1\cdot 4+(4)^2}}{2}$

$=$ C's share.

4th. $\frac{\sqrt{(40)^2-(4)^2\times 1{\cdot}4+(4)^2}-4}{2}=$ D's share.

Prob. 34, p. 395.

Messrs. Pierce, Rowe, Wells and Northend, bought a stack of Hay in the form of a quadrangular pyramid, whose altitude was 16 feet. They pay equally, but as the upper part of the stack had been injured, it was agreed that Pierce, who takes his share from the top, shall have 10 per cent more than Rowe, and that Rowe, who takes his share next, shall have 8 per cent more than Wells, and that Northend, who has the bottom of the stack, shall have 10 per cent more than Wells. What number of feet from the altitude shall each take in the order specified.

1. $\sqrt[3]{(16)^3\times\frac{1{,}10\times 1{,}08}{1{,}10\times 1{,}08+1{,}08+1\times 1{,}10}}=$ What P. takes.

2. $\sqrt[3]{(16)^3\times\frac{1{,}08\times 1{,}10+1{,}08}{1{,}08\times 1{,}10+1{,}08+1+1{,}10}}$
$-\sqrt[3]{(16)^3\times\frac{1{,}08\times 1{,}10}{1{,}08\times 1{,}10+1{,}08+1+1{,}10}}=$

What Rowe takes.

3. $\sqrt[3]{(16)^3\times\frac{1{,}08\times 1{,}10+1{,}08+1}{1{,}08\times 1{,}10+1{,}08+1+1{,}10}}$
$-\sqrt[3]{[16]^3\times\frac{1{,}08\times 1{,}10+1{,}08}{1{,}08\times 1{,}10+1{,}08+1+1{,}10}}=$

What Wells takes.

4. $16-\sqrt[3]{(16)^2\times\frac{1{,}08\times 1{,}10+1{,}08+1}{1{,}08\times 1{,}10+1{,}08+1+1{,}10}}=$

What Northend takes.

It may be, perhaps, a sufficient explanation of the above, to refer to the principles of Geometry involved in them. 1st. That the areas of circles are to each other as the squares circumscribed about them, or the squares of their diameters; and 2d, That the contents of similar solids are to each other as the cubes of their homologous sides or altitudes. If not, it is certainly pertinent, Messrs. Editors,

to inquire, whether a Text-Book containing very many Problems more difficult of solution than the foregoing, is a *suitable* Arithmetic for use in our Common Schools.

TEACHER.

THE MANAGEMENT OF ACADEMIES.

NUMBER THREE.

Our Academies do great wrong in permitting scholars to study branches for which they are not prepared; and in permitting pupils somewhat advanced to pursue higher branches to the exclusion of common branches which they much more need. In the first instance, the pupil neither gains valuable discipline nor acquires useful knowledge. The intellectual nourishment offered is good, but too high. The act of reaching is invigorating, when reasonable, and when the strength is stimulated by continual achievement; but bootless labor is always discouraging. When a subject implies the mastery of more elementary branches which are not mastered, the study of it is useless and wearisome, and likely to result in indifference to all mental exertion. In the second case, the pupil may gain much good discipline, but no better than he could have gained by attending to other branches; and, when he comes to act out of school, he has the mortification to find, that though proficient in science he is a blunderer in syntax and spelling; and that though he may read foreign languages with facility, his neighbors will infer it only from the fact that he cannot read his own with decency.

How shall we remedy this crying evil? Chiefly, by making the common branches popular in our schools. How? First, by taking care that the best teaching talent of the school is devoted as much to the common branches as to the higher. Secondly, by giving as liberal an amount of time to these classes as to any other; a class of six in

Geometry or in Latin should not be granted more time than a class of twenty in Arithmetic or in Reading, but less. Thirdly, by giving as faithful attention to classes in the common branches as in the higher; a teacher should not devote all his study hours to preparing for recitations in Algebra or Greek, and none to prepare for recitations in English Grammar or Geography. Fourthly, let there be no discrimination of studies in the rates of tuition; but let there be one uniform rate for all the branches regularly taught in an Academy; this is simply just if the forgoing suggestions are followed; and it is a matter of experience that a larger proportion of a school will attend to the common branches without compulsion, when there is but one rate of tuition than when there is an extra charge for higher branches. WARD.

OUR NEXT ANNUAL STATE MEETING.

Where is it to be held? We do not raise this question because we have any doubt that our Executive Committee will make seasonable and suitable arrangements for said meeting. But we would call attention to the propriety of demanding of the villages where this meeting is to be held from year to year, *free* entainment for *all* who attend, both gentlemen and ladies.

In our judgment, it is neither proper nor desirable to expect such entertainment. We are not calling in question the hospitality of our good people; we have abundent evidence to the contrary, in the experience of our Association during the period of its existence. But the demand is an unreasonable tax upon their generosity. The meetings have been and ought to be largely attended; more convene than can be conveniently accommodated in the private families of small villages like most of those in our State. It is not desirable on any account, that *free*

entertainment should be asked for any but *ladies from abroad.* Gentlemen should take care of themselves. No educational meetings are better sustained than those held in Massachusetts and by the American Institute of Instruction, and if we are rightly informed, they never expect free entertainment for *gentlemen.* Is it thought that many would stay away (if this change is made), who now attend these meetings? This would probably be so with two classes of persons. 1st. Those who attend our meetings *because they can go on half-fare, and have free entertainment.* 2nd. Those who go on half-fare, (not to attend the meeting, but to have a good time generally) and *enjoy* the hospitality offered them. As to the first class, we will say, if any have not interest enough in the meetings, to attend them at their own expense, it will be no loss to the cause, if they stay away. If by any means, we can drive off the *second* class who go to enjoy themselves outside of the meeting, we should accomplish a good work.

Like drones and leaches, they impede our progress and draw the life blood from our veins. If such a change tends to diminish the attendance upon our meetings, it will, in the same proportion, serve to make these meetings more interesting and profitable. Let us, then, neither ask nor expect free entertainment for any except ladies, at our State meetings. If such hospitality is voluntarily extended by any village where it is proposed to hold a meeting, it may be accepted, but let us no longer *ask* it beforehand. All in favor of this motion, please manifest it by saying aye! O.

MILITARY TERMS.—Technical military terms are now coming into almost daily use, and constantly occurring in newspapers, public addresses and in conversation. Of the exact meaning of many of these terms, military men, as well as civilians, are profoundly ignorant. They will be found accurately defined by WEBSTER.—*Ohio Statesman.*

EDITORIAL DEPARTMENT.

FAMILIAR SUGGESTIONS TO COMMON SCHOOL TEACHERS.

All travelers to a foreign country seek first its *capital*. If they visit Palestine, they go directly to *Jerusalem*, and examine the various parts of the province from this central point. The unit [1] is the Jerusalem in mathematics, and if we would understand well the Geography of this country, we must start from the capital. There are three signs of this idea; 1st the word *one*, 2d the Roman character I, 3d the figure 1. If one be added to one, the idea is no longer simple, but complex, and is expressed also by three signs, viz: *two*, II and 2. Add another *one* to *two* and this new idea has three different expressions, viz: *three*, III and 3. These we call numbers. Hence, *Numbers are expressions for one or more things of the same kind.*

All numbers come from *one*. Let us see how they are derived.

10000. 1000. 100. 10. 1. .1 .01 .001 .0001 .00001

In the first place, the numbers at the left are produced by multiplying the unit [1] by 10 and each successive product by 10; those on the right result from dividing repeatedly by 10. This is the origin of the law in notation that numbers increase and decrease in ten fold ratio. We will add the results of our multiplication and division and the fact will appear.

1.	.1
10.	.01
100.	.001
1000.	.0001
10000.	.00001
11111.	.11111

These may be extended indefinitely in both directions, to the right and left, constantly approaching the infinitely

large and the infinitely small, but never reaching either extreme. The numbers above increase and decrease by the uniform scale of *tens*. But sometimes, we use a varying scale. We may have 1 £. 1s. 1d. 1 far. The increase is by the varying numbers 4, 12 and 20. We may have 1-4, 1-7, 1-17, 1-47. Here the value of the fraction decreases as the denominators [or *divisors*] increase. *One* as before, is the basis. This unit may represent the smallest conceivable fraction, or the *universe* itself. In either case, it is the *starting point* for all mathematical calculations.

Prof. Davies gives us an "arithmetical alphabet" which consists of 0 1 2 3 4 5 6 7 8 9, the cipher and nine digits [from *digiti*, a latin word meaning fingers; so called, probably, from the habit of counting the fingers]. He also gives lessons in arithmetical *spelling*. For example, in Addition, *five* is spelled 1 and 4 are 5; 4 and 1 are 5; 2 and 3 are 5; 3 and 2 are 5. In Subtraction, the process is but little varied, as 2 from 5 leaves 3, or 2 from 5, three remains. In Multiplication, we use the two elements which produce the product, as 2 times 1 are 2; two times 4 are 8; two times 6 are 12. In Division, 2 in 4 are 2; 2 in 6 are 3; 2 in 8 are 4; 2 in 10 are 5; 2 in 12 are 6. Arithmetical *reading* should be very carefully taught in connection with *spelling*, in all these rules. In this way, pupils can be prepared for successful progress in the science of numbers.

Just the Book Needed.—Soule & Williams' "Manual of English Pronunciation and Spelling" ought to be on the table of every student, teacher and professional man, in the nation. It is so convenient. In correcting proof the other day, we came to the word *welfare*. Is it welfare or wellfare? Can't tell; it looks right, but may be wrong. We turned to the word in our Manual and found "*Welfare*, 180"; turned to "[180 [9]" and read "Compound words generally retain all the letters which are used in writing the simple words that compose them, as *all-wise*, *well-bred*. The exceptions are some of the compounds of

all; as *almighty, almost, already, also, although, altogether, always, withal, therewithal, wherewithal;* the word *wherever, (whereever);* the words *chilblain, welfare, christmas* and others compounded with the word *mass*; the words *artful, awful, sinful,* and all others similarly compounded with the word *full;* and, according to lexicographers, the words *fulfil* and *until,* though, according to Webster and Goodrich, these should be written with the *l* doubled in conformity with the general rule." Here the *fact* and the *reason* are at once brought before us.

LEWIS' GYMNASTIC MONTHLY is a periodical which should be in every Teacher's hands. It is devoted to Physical Culture. It will this year, contain 360 pages and 350 cuts and present a complete guide in Gymnastics, for the Gymnasium, the School and the Family. Price $1,00 per year.

☞ TO EVERY NEW SUBSCRIBER FOR THE VERMONT SCHOOL JOURNAL WHO WILL SEND US $1,00 WE WILL SEND A COPY OF LEWIS' GYMNASTIC MONTHLY FOR ONE YEAR, FREE. Is there a *live* teacher in the State who will not avail himself of this liberal offer?

Upon second thought, we make the same offer to all who now take the Journal. Add 50 CENTS to your subscription and pay it, and you, too, shall have the Gymnastic Monthly.

What does the difference indicate? In one graded school in this neighborhood, during the past year, not a single case of tardiness occured; in another, during the same time, 1057 tardy marks were made. We need no further examination; this fact reveals the true character of the two schools. The first, we know, was admirably managed in all its departments; the other, badly, *very badly!*

PRINCIPALS OF ACADEMIES AND SEMINARIES.—Will you allow us to bring before the community, the peculiar merits of your own individual Institutions? We have a common field, but will cherish no envious rivalry. If fit for our work, we have an earnest ambition; shall use every means within our power to elevate the character of our

own schools. But no true teacher will aim to build up his own, at the expense of his neighbor's school. We are interested to have ALL prosper. We advertise our own schools in the JOURNAL. We have offered and still offer, to advertise other schools for much less than it costs us to advertise our own. For $4, we will insert a card, 1-8 of a page, one year. And we shall be very glad to embellish the Journal with the Engravings of all the Institutions in the State, if their Principals will furnish us with the impressions. We will also insert FREE OF CHARGE, a brief outline of the general plan of study, and the position each aims to occupy in the educational field.

REV. JOHN WHEELER, ex-president of the University of Vermont., died on Wednesday, April 16th, aged 64 years.

Also, REV. E. HALE BARSTOW, for several years Principal of a flourishing Boys' Seminary, at Newton, Mass., died at Haverhill, N. H., April 19, aged 46 years.

NOTICES OF BOOKS AND PERIODICALS.

THE NEW ENGLANDER, Now in its twenty-first year, is one of our most valuable Quarterlies. It has its own place, and fills it well. It is eminently the Quarterly for the people. Discussions of "living" questions by "living" men, constitute its peculiar attraction.

The January number has articles of various interest, among which we would mention, as bearing particularly upon the times, the fifth, entitled, "Adequacy of the Constitution," by Hon. T. Farrar, Dorchester, Mass.; the eighth, "Our Unity as a Nation," by P. Santval, N. Y. City; and the eleventh, "Hautefeville on some Recent Questions of International Law," by Pres. Woolsey, Yale College.

The ninth by Dr. Bacon of New Haven, entitled "The Wars of the Lord," a title taken from Mather's Magnalia, is an interesting and valuable sketch of the several wars in the history of New England, and their effect upon the character of the people and

the progress of religion. The Book Notices are able and discriminating, and give great value to the Magazine.

Published by Wm. L. Kingsley, New Haven, Conn. Price, $3 a year, in advance. J. C.

The Atlantic Monthly.—The value of this truly excellent periodical can be best ascertained by a careful perusal of its pages. We would advise all to subscribe for it, and then test the truth of our assertion. Among its able articles for May, you will find,—Man under Sealed Orders, The South Breaker, Saltpetre as a Source of Power, Weather in War, Methods of Study in Natural History, Under the Snow, by the late Gen Lander, Speech of Hon. Preserved Doe in Secret Session, &c.

PETERSON FOR MAY contains *forty articles* and *sixty-five embellishments.* The steel engraving, *Flowers of May,* is exceedingly beautiful, and the wood cut, *Reading the War News,* is very natural and expressive. Some of the illustrations of the latest styles are,—Les Modes Parisiennes, Knitted Shawl, The Princess Cupote, Children's Fashions, Walking Dress, etc. Ladies will here find patterns and receipts for every thing in their line.

The Continental Monthly is devoted to Literature and National Policy. This Magazine was commenced with this year, and yet it has already achieved a national reputation. Fresh and vigorous articles by our most eminent statesmen, give life to its pages. The union of all the States, is its politics. Its literary standard is to occupy no ground lower than the highest. Among the contents of the May number are,—What shall we do with it? The Molly O' Molly Papers, The Ante-Norse Discoveries of America, A Story of Mexican Life, Columbia's Safety, Fugitives at the West, The Education to be, etc.

"*Inimitable*" *Godey* is out for May. It contains May Flowers, a very beautiful steel engraving, double extension colored Fashion Plates, seven figures; Drawing Lessons, in imitation of lithographic; Ladies' Riding Dresses for the season; and patterns for embroidering, marking, and for every thing that Ladies can wear, use, or make. The reading matter is up to the mark.

The Five Cent Monthly is a new Magazine of thirty-two pages, containing choice original romances, tales, sketches, poems, and

criticism. Vol. I, No. 1, commenced with January. E. H. Bullard & Co., publishers, 11 Cornhill. Boston.

Rev. J. Britton, Supt. for Bradford, is publishing in the Aurora of the Valley, a very interesting series of articles upon matters of practical interest to schools.

Rev. Mr. Howard (?), of Rutland, has contributed regular school papers to the Herald, during many months past. These papers have been marked by a strong interest in the cause of education, and have plainly pointed out the good and the evil in our schools and their management.

We commend the example of these disinterested, earnest school officers to the superintendents "who cannot find time" to look after the interests of the schools placed under their supervision. "Where there's a *will*, there's a way," even to find time for such labors for the good of the race. *Take time*, or resign the responsible and honorable office.

Harper's Magazine, May.—This number completes the *twenty-fourth* volume. Its table of contents and its many illustrations show it to be a rich volume. It contains papers of permanent historical and scientific value, upon the following subjects: General History, Political History, Biography, Military Sketches, Travel and Adventure, Art and Industry, Scientific, Social, and Æsthetic Essays. The above is only a tithe of what we might say. No expense will be spared to render the next volume fully equal to its predecessors.

The Home Monthly, devoted to Home Education, Literature and Religion, is a Magazine that may be read in every family with profit. Its high moral and christian tone render it a peculiarly safe companion for the young. Price, $2.00. Rev. Wm. M. Thayer, editor. C. W. Childs & Co., Publishers, Boston.

Train's Great Speeches in England, on Slavery and Emancipation, are published by T. B. Peterson & Brothers, Philadelphia. Also, *The Channings*, a Tale of Domestic Life, by Mrs. Henry Wood. 50 cents; sent free of postage, on receipt of the price.

Shall we know each other There? A Song or Duett with chorus, published by Horace Waters, New York.

THE

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THE ANGLO-SAXON LANGUAGE.

The study of the English language, in its Anglo-Saxon and Gothic sources, has not received in our country, such marked attention as it deserves. We have not regarded a knowledge of our ancient mother-tongue an essential part of a complete English education. Its study has formed no part of the regular course of instruction in any of our higher schools or seminaries. No helps, in the way of text-books, have been provided for those who might wish to obtain a critical knowledge of the Anglo Saxon and our Modern English in their mutual relations. True there is the vague conviction that our language as well as our race is Anglo-Saxon in its origin, but we have manifested no interest in its history. Of the old elements of our speech, so rich and varied from the 6th to the 14th centuries, we are almost entirely ignorant. Although they form the foundation elements of our language, and furnish an inexhaustible mine of material for enriching our present speech, giving it vigor and point, yet they are regarded of little importance.

Descendants of the Goths, as we are, we have learned from the Greek and Romans, to despise our Gothic ancestry. We have associated with the name of Goths, every species of ignorance, cruelty and barbarity, though our language, our government and laws, display our Gothic origin in every part, and show our great indebtedness to them. An English writer says, "There is no doubt that the foundation of our justly admired Constitution which distinguishes Great Britain and makes her stand pre-emi-

nent among the nations of Europe, was laid by our Saxon ancestors." They live not merely in our annals and traditions, but in our civil institutions and familiar discourse. The *radical* part of our language is Anglo-Saxon, the strongest and most impressive words, which, employed by the preacher and orator, move the heart and influence the will, are Saxon; indeed, all the vigorous, living elements of our speech are from the same source. In the best writers of the English language the Saxon element largely predominates. If we examine specimens of our written language we shall find the average of Saxon words to be not less than *eight* out of *ten*. In many writers a much larger per cent; in Shakespeare, for instance, *nine* words out of *ten* are Saxon, and in Spenser about the same. In the Bible the proportion of Saxon words is still greater, and the learned Dr. Hicks has observed that of *fifty-eight words* of which the Lord's Prayer is composed, not more than three words are of Gallo-Norman introduction. The remaining *fifty-five* are immediately and originally derivable from the Anglo-Saxon. It is also said that the best writers of the present day employ, in both poetry and prose, a larger proportion of Anglo-Saxon words than the best writers of the last century. Though the number of foreign words has increased, yet, in writing, the Anglo-Saxon element has become more prominent. Why, therefore, should not this language, in which are found the rich and primary scources of our speech, receive more attention? When, out of 100 parts of which our language is composed, 60 are from the Anglo-Saxon and only 30 from the Latin, why neglect the former entirely, while much attention is given to the latter? Why not investigate the original sources of our noble tongue in the various Gothic and Anglo-Saxon dialects, as well as study the Greek and Latin, the French and Italian. Our system of education is defective just here. We should introduce the study of the Anglo-Saxon into our higher schools and seminaries, and thus gain an acquaintance with the English in its origin-

al sources. This might well be done in our higher schools and seminaries for young ladies. If, instead of so much Latin, they would study German and Anglo-Saxon together with the modern languages derived from the Latin, their education would be more thorough as well as more elegant. There is also a peculiar fitness in introducing the study of the Anglo-Saxon language and literature into our higher Ladies' Seminaries, when we remember that it is to the liberal spirit of our Gothic ancestors that the female sex owe their present important and independent rank in society. Amongst the Anglo-Saxons "their safety, their liberty and their property were protected by express laws; they possessed all that sweet influence which, while, the human heart is responsive to the touch of love, they will ever retain in those countries which have the wisdom and urbanity to treat them as equal, intelligent and independent beings."

W. C. W.

VERMONT GEOGRAPHY AND HISTORY IN OUR SCHOOLS.

In a recent number of the School Journal the question was well put—"Should the history of our country be neglected in the public schools?" There is no doubt that, not only in the public schools, but in the private studies of intelligent persons in general, the history of the United States receives but a very small share of the attention to which it is justly entitled; while, at the same time, the history of the mother country is diligently cultivated. Ten copies of Macaulay's England may be ound on the book-shelves of American citizens, to one copy of Bancroft's United States. Considerable allowance must, of course, be made for the much greater expensiveness of the latter work, but, after all reasonable allowance in that

regard is made, it must still be admitted that there is a culpable neglect and ignorance of American history.

Is there not a yet more heinous neglect, in our common schools and out of them, of the geography and history of our own state? And this, not only among the less educated part of the people, but among the most intelligent. Many a man who is tolerably well read in the history of the United States, knows almost nothing of the history of his own state. It would be ludicrous, if it were not sad, to notice how deficient Vermonters in general are, respecting that history in which more than in any other they ought to have a lively and intelligent interest. The stimulus given to historical pursuits by the Vermont Historical Society, has, indeed, within a few years, removed some of this ignorance, but there still remains too much for our credit or our profit. Enthusiasm in the study of Vermont history has not diffused itself among the masses of Vermont people nor made itself felt in Vermont schools.

Except in a very few schools in which special pains have been taken to introduce such studies, the pupils in our common schools are taught no more of the geography and history of Vermont than they can learn in two or three lessons; no more, in fact, than they are taught about Iowa, or Texas, or even more remote parts of the earth. Nor do our men and women of average intelligence have anything more than the most vague and general knowledge of Vermont history. Their stock of books on the subject is limited to Thompson's Gazetteer, or at most, to his History, and that not very diligently studied. It would probably surprise many of them to learn that the history of Vermont is contained in not less than twenty volumes, some of them portly octavos; to say nothing of numerous pamphlets, many of which contain information that can be procured nowhere else.

It is hardly necessary to affirm that a knowledge of Vermont geography and history will be of more practical value to the Vermonter than a knowledge of any other

geography and history. Our country is becoming too large and its history too voluminous to be intimately known except by those who devote their lives to study. The masses can know and need to know concerning only a part of the entire country, and that the part which is their more immediate residence. A knowledge of that will be of practical value to them, and, therefore, ought to be attained. If half the time spent in our schools in obtaining useless information were employed in procuring such knowledge, it would be greatly to the present and prospective advantage of the pupils.

A few days since I listened to a recitation in geography by a class of young ladies. Some of them had been school teachers, others were aspiring to that position, and all were of good intelligence. They told with fluency the location of such "important places" as Caxatambo, Catamarea, Portalagre, Macapa, Obidoz, &c., &c. The involuntary reflection, which almost became an exclamation, was, –"What nonsense, and worse than nonsense, to lumber up the memory with such stuff as that, so dificult to learn and so good for nothing when it is learned!" There is not one probability in a thousand that any one of those ladies will ever have occasion to know the location of either of those places, or even to know that there are such places on the globe. At the same time it is safe to presume that neither of them can tell promptly, if indeed at all, the location of Brattleboro', Bennington, Windsor, and Montpelier. Why should she be able to tell? The text book does not require her to know and she has had no inducement to learn. Yet it is of a hundred fold more practical importance that she should know something about those towns, than anything about Catamarea, and the other towns with hard names.

The same is true in regard to the History of Vermont. A knowledge of it is of practical value to every Vermonter, and hence is one of the things which ought to be taught to every school boy and girl in the State. Nor is there

any lack of materials with which to interest as well as to instruct. No other part of the country has been the scene of more thrilling events. The first blood of the Revolution was shed in Vermont, and the crumbling grave stone of the proto-martyr to American liberty may still be seen in the old grave-yard at Westminster. Statesmanship worthy of the trained diplomatists of Europe was here displayed by Ira Allen and Thomas Chittenden. Deeds of valor as noble as are recorded on any page of history were here performed by Ethan Allen and Seth Warner. Events of most tragic interest have taken place at Vernon and at Royalton. Nor is there any part of the State whose history would fail to instruct, to delight, and to profit every son and daughter of Vermont, and fit them to act better their part "in that sphere of life wherein it hath pleased God to place them."

Shall we not have a "Geography and History of Vermont for Common Schools," and shall not our common schools teach it to all their pupils? P. H. W.

QUIES IN CŒLO.

When earthly joys are fading,
And friends we loved depart,
When grief's dark gloom is shading
The twilight of the heart,
And wild despair
On hopes most fair,
A withering blight has riven,
There beams more bright
Faith's beacon light,
It is "There's rest in Heaven."

This hope, like love entwining
Its charms around the soul,
An altar there enshrining,
Though tears of sorrow roll,
"The still small voice"
Of the spirit's choice,
Its peace on earth has given,
And from the heart
No more depart
The hopes of "rest in Heaven." T. R.

SCHOOL HOUSES.

NO. III. THEIR SURROUNDINGS.

A suitable school-edifice having been erected, particular attention should be given to its *surroundings.*

The matter here suggested is ordinarily too much *overlooked* by parents and friends of education. When a good school-house has been built, it is sometimes supposed that the acme of excellence is reached, that all responsibility in this direction is met, and that nothing more need be done. And much *is* then accomplished, but not all. Few sit down and fold their arms in complacency, when they have simply reared a stately mansion. Most people add a shelter for their wood, a barn for their horses, and many other necessary appendages. They are not satisfied, until they have out-door arrangements of various kinds for decency and convenience, for comfort and health. A majority of men want fences around their premises, some adornment of their grounds, and, at least, here and there a shade or fruit tree, to give variety and add to the beauty and attractiveness of their homes. But when they have erected a school-house, they often seem to forget that any thing else is requisite for the accommodation and well being of their children. That this should be so, sometimes appears strange. It is, however, owing in part, no doubt, to want of consideration; for whoever candidly ponders the matter, cannot fail to admit that school-grounds are in many instances shamefully deficient in what they need, while their adornment is almost entirely neglected.

Evidently, then, one of the first things required is a *wood-shed with other appropriate out-buildings.* When fuel is constantly exposed to rain, fire is kept up with difficulty, and the little children must often suffer. So a lack of other necessary arrangements must subject the pupil to great inconvenience, if not mortification, and sometimes

to an inquiry of health. And still more, all must acknowledge that care should be taken, that those buildings, and in fact all the surroundings of the school-house, be, so far as possible, neat and cleanly. These points surely demand far more attention than is usually bestowed upon them. They are of great importance as respects, not only the physical welfare, but also the character of the rising generation. Whoever will take the trouble to visit the environs of many of our school-houses, must be convinced (ad nauseam) that too little provision is ordinarily made for the convenience and comfort, for the preservation of the health, as well as for the maintenance of the purity, and the promotion of the refinement, of our children. Indeed such an examination must reveal much that puts all modestly to the blush, and is indicative of the broadest vulgarity. The school-lot very often exhibits that which, if seen on private premises, would be counted a disgrace to the family, and if witnessed in almost any other public place, would be voted a nuisance. Such, surely, is not favorable to the formation of right habits in the young, to the advancement of their purity in thought and feeling, or to their nurture in refinement and delicacy of sentiment.

There should also be more *provision*, than is usually made, *for physical training*. This, like every other good thing, may be perverted; still it is none the less important in its place; and to a given extent, it is very needful, would we preserve the constitution of the child unimpaired, and fit the virgin soil of his soul for a love of knowledge and for its acquisition, as well as for delight in all that is noble in word and deed. A weak and sickly body disqualifies for study, no less than for the active duties of life. Now, comparatively few school-edifices have connected with them suitable grounds for exercise and recreation. Still fewer are furnished with the simplest implements, by the use of which the bodily powers of the young can be properly called into play. If exercise be taken, most often the only place afforded is the highway,

where life or limb is often endangered by the passing of vehicles. It is occasionally enjoyed in some uncomplaining neighbor's field. But in this case the young are often induced to go where they should not, perhaps tempted to trespass on an adjoining garden, and sometimes to purloin the fruit of the orchard. These various temptations and dangers, or most of them, may be avoided by having suitable grounds, around the school-house, furnished with a few horizontal bars, or frames, and some of the simpler implements of the gymnasium.

But, there is another point, in this connection, deserving of increased regard. Reference is now made to the *ornamentation* of school-grounds. It would be easy to refer to many communities in which there is extreme negligence in this particular. Probably nine-tenths of the school premises are un-enclosed. And it is very rare to find them adorned with trees. In one town having 17 districts, not a tree, indeed not a single shrub, was observed on the lots set apart for district schools. The cost of enclosing these precincts and of beautifying them with maples and oaks, of thus giving security and comfort to the little children, is as nothing in comparison with the gain. How much better it is to surround the grounds with a neat fence, which the pupils, if rightly instructed, will soon feel a pride in preserving. And how much more pleasant and comfortable for the child to have the shade of the spreading beech and of the graceful elm, through the long days of summer. If the expense were great, there might be some show of excuse for this neglect; but most districts can adorn their school yards with trees and in various other ways, without the expenditure of a penny, and thus they have no valid plea for leaving them cheerless and uninviting.

The several points already noticed, relating to the surroundings of the school-house, are consequently thought worthy of more *attentive consideration* than they usually receive. When they are neglected, much evil almost in-

evitably ensues. Loss of health, distaste for study, and corruption of morals, are frequent symptons in the young, through which the effect of our disregard of these matters is manifested. No one demands more safeguards against corruption, than a child amongst children at school. If suitable provisions be not made, and becoming cleanliness secured, in the surroundings of the school-house, we need not marvel that such as frequent the place become foul-mouthed and coarse in their demeanor. Under such circumstances, their minds and hearts are very sure to be tainted. If left to herd together like swine, they will act little better; being influenced by what they see and hear, they lose all sense of delicate propriety; and the fault should be charged, where it belongs, to the negligence of parents. No one, too, more than the child at school, needs pleasant surroundings. We should not wonder then, that in winter he often shrinks from the school-house as from an iceberg, and that in summer he turns from it as from a fiery oven, there being no cool retreat from the burning heat of the sun, no pleasant grove hard by, usually not a single tree within the entire precincts. Again none, so much as the pupil in school, requires occasional relaxation from his confinement, stated intervals for recreation, and a suitable place for bodily exercises, that he may occasionally enjoy a few moments recess, and find relief from close attention to his books. Without the invigoration gained in some such wise, his mind will soon grow weary and his interest flag. The points suggested should, accordingly, seem to demand careful condsideration, if we wish our children to become strong and robust, would we have them acquire a taste for study, and do we desire to see them remaining uncorrupted, and in a way to imbibe noble, refined and exalted sentiments

Much, therefore, *devolves upon* such of us as are *parents*. In respect to the points hastily considered in this paper, each has something to do. All have duties in this direction; many obligations rest on tax-payers and citizens gen-

erally; but parents have peculiar responsibilities of their own, which they cannot safely neglect. They especially should see to it, that their children are properly cared for, and surrounded by wholesome influences, while at school. And among the various helps, the ones suggested are not unimportant. The surroundings of the school-house, including all proper arrangements for the convenience and comfort of the child, the suitable adorning of the grounds, and a supply of a few simple and cheap implements of the gymnasium, should be by no means overlooked. They are very intimately connected with the establishment of a good constitution, and with the preservation and confirmation of right habits; indeed, they cannot be neglected, would we secure the harmonious expansion of all the powers of the child, physical, intellectual and moral. P.

"BLESSED ARE YE THAT SOW BESIDE ALL WATERS."

Blessed feet! wherever ye have trod,
  The thrifty grain with ripened weight doth nod,
The flowers their censers swing, their perfume sweet
  With fragrance of all pleasant fruits doth meet,
The verdant sod with rank luxuriance grows,
  What plenteous beauty in the sunlight glows!

Blessed hands! that held the germs of good,
  Yet scattered wide as only "clean hands" could.
O blessed eyes! that on the submerged lands
  Foresaw the plenty that to-day there stands.
Thrice blessed heart! that cast its wealth away,
  Grew empty for the fullness of this day.

Blest in the sowing! though with tears 'twas sown,
  A bow of promise on the sky was thrown;
A holy light shone on thy bended head,
  As broad cast round thee goodly seed was shed.
Blest in the reaping! take the golden sheaves
  Back to thy bosom, with the flowers and leaves,
And luscious fruits; so in thy triumph sing,
  Rejoicing in the burden thou dost bring,
Until Death's waves thy willing feet have prest,
  Still "sow beside all waters;" thou art blest.

M. V.

MUSINGS UPON VACATION.

To the care-worn teacher, how pleasant the word sounds. It tells of relief, for a time, from that feeling of responsibility known only to the faithful teacher. Others have cares; but, next to those of the parent, none weigh down the spirit as do his. It is no slight thing to be placed in charge of two or three scores of half-fledged minds, whose pinions you are to trim and balance; preparatory to their flight amid the many, and often contrary, breezes that they must encounter in active life; to feel that you are held responsible for the character of your work, not only by men, but still more by your Creator, who searcheth the heart and scanneth the motives which underlie and give birth to action. But all this can well be endured by the honest and sincere teacher, for God is just in his judgments. If man were always so, how would the responsibility be lightened! In vacation then, well may the weary teacher say:—"To the winds, ye cares!" Then let all the petty trials of the school-room be banished from the mind. Think no more of well-meant endeavors misjudged. The pupil that has been so perverse, so constant in doing the very thing many times requested not to do—a thing too slight for punishment, yet none the less annoying—can now be met with as pleasant a recognition and smile as if always the best pupil in school. Do you wonder why? Can a parent with a true parent's heart harbor ill feeling towards a child? As impossible is it for the true teacher to treasure up revenge or hatred towards the most perverse pupil. In the one case, the heart answers—"It is my child;" in the other—"It is my pupil."

Herein is the most precious boon vacation brings. It enables the teacher to strike a balance in his account with all his pupils. And rare indeed is the case in which the

credits cannot be found to equal the debits. Did he reply with seeming disrespect; perhaps he was reproved sharply for a fault he was unconsciously committing. Action and reaction are equal. If suddenly attacked we instantly repel. Passion is quick, reason slow. Had the teacher reasoned thus, the reproof had been more kindly given and severity reserved until the fault was found to have been committed with criminal intent. In the quiet and relaxation which vacation brings, the teacher clearly sees the matter in this light, and the balance is easily struck. No more remembrance of this wrong is to mar the affection of the teacher for his pupil. But the pupil, if his feelings were at all injured, does not so readily forget.—Beware, teacher, that you do not suffer any appearance of yours to strengthen this remembrance. When first you meet him in vacation, let your greeting be cordial, else the balance will not be as readily struck by him as it has been by you, and an opportunity be lost by you to heal a wound that else will leave a life-long scar. Besides the settlement with our pupils which vacation enables us to make, as teachers, if we have been faithful to our profession, we shall find ourselves not a little indebted *to ourselves.* Many heavy drafts have, during the term, been made upon the vital energies of mind and body, which the relaxation of vacation alone can restore. While school lasted, perhaps we did not realize how heavy the draft had been. We were too closely occupied with our work; but, now, that is done, and exhaustion ensues. And here, again, looms up the value of vacation to the teacher. It is his *recruiting* season. Let him improve it well. Military regimen does not, however, rule here. He may recruit as he pleases, at least if it is his pleasure to be subject to circumstances. If he be at the head of an academy or seminary, he may find ample opportunity, gymnastically speaking, to repair his bodily vigor in his endeavors to replenish his purse by the collection of bills, the payment of which has been long deferred—how long he measures

by his necessities. In this service, he is happily fortunate if prompt payment shall enable him to ease his mind at the same time, by affording him the means to stop the mouths of clamorous creditors. But if he be one of those fortunate salaried ones of our profession, whose employers step up and hand him the "market value" of his labors, the day following the close of school; then, hurrah for vacation! A flying visit to friends, to revel in their embraces and greetings once more, and to be soothed and encouraged by the words of love and affection spoken so unaffectedly there; or to the city, to unbend and relax the too straitened mind and the tired body, by the vanities so easily purchased and freely dispensed there; or to the sea-side, to enjoy the invigorating and untainted freshness of its cool breeze,—these are some of the ways in which vacation may afford relief and recruit our wasted energies.

But, having been advised by physician and friends to take a vacation for the summer, I had nearly forgotten that, as I write, vacation is over with many of my profession, and that before this hastily written sketch shall have reached the hundreds who read the Journal, most of my sister teachers will have commenced their summer's task. If vacation has been well improved, they will have come to their work stronger in body and mind, and with a large stock of cheerfulness and zeal laid up to lighten their cares and help them over the "hard spots" that will come, often unexpected and always unbidden.

L.

The institution nearest to the heart of society is the *family*. Families are the springs of society. Nations, like rivers, run back to the rills and springs—sequestered, sheltered and almost insignificant in their individuality. But thence come the Amazons, the Orinocos, the Mississippis.

WHAT WOULD YOU DO WITH THEM?

I mean those boys who were excused to go home before the school closed, on the plea that their parents wanted them, but went to "Pond Hill" near by, and spent the afternoon in playing at ball. What would you do with them? Something must be done. Their object was to evade the master's authority and do mischief. Their crime is public and aggravating and he can no longer maintain his authority if this offence is passed over.

I will first state what was done with these boys, and then what should have been done with them.

As soon as the master discovered the trick, he dispatched a messenger to order the truants to return immediately to the school. On his return, the insulting answer was *publicly* announced, "Tell the master to mind his own business; we *will not* come back." The case is now much more complicated and difficult to manage. Crime has been added to crime and insult to insult. The master has lost all power to control the school and can regain it only by the most decisive measures. The offenders must be subdued and rightful authority restored and acknowledged. How was this down in the case before us?

The boys returned the next morning, prepared for any emergency. They had discovered that their teacher was not master of his position and had decided to test his ability to govern them. He at once called them to account; ordered them to come out upon the floor and receive the merited chastisement. A fight ensued in which the boys were likely to gain the victory. The master, in his desperation, sent for the district agent (who had all the *weight* and dignity of a side Judge) and with his aid succeeded in expelling the rebels from the school. The whole neighborhood were in commotion and the school well nigh broken up. Dissensions were created in the district that lasted many years.

What now should have been done with these boys? In answering this question, I will presume that the skillful teacher might have prevented the *first* act of disobedience. Had he so managed as to gain the confidence and esteem of his pupils, they would not have taken advantage of him in this way. He failed in this and the consequences followed. At the next step, also, he made a mistake. The crime was committed and must be punished, yet, nothing was gained but much lost, by tempting the boys to commit still another crime. It was bad policy to order them back to school from the play-grounnd; better to have waived the whole question until they come back voluntarily. And even then, I should not have rebuked them *publicly* at first. Treat them kindly, watch their movements and take the first opportunity to see them *alone*. The object would be to learn their motives and intentions, to show them the nature and tendency of their conduct, and to influence them to respect authority and do right. It is not proposed to yield any thing to these rebels, nor to settle the difficulty *privately* which has been made so public. I would simply prepare the way for a triumphant victory by a little pedagogical strategy. This private interview, if properly conducted, would have a tendency to disarm them of hostility, and restore them to reason. They are then prepared to submit to rightful authority and to make reparation for the wrong committed. And this must be done without any abatement or further delay. I seldom have met a case, in twenty-five years, that could not be successfully managed in this way. To prevent evil, and not to punish wrong, is the great object of school discipline. The teacher must not forget this truism, nor fail to act with a wise reference to it. But if recklessness will not yield to mild severity, it must be *crushed*. If full satisfaction for public insult, could not be secured from the rebel boys in question, in the way proposed, I would have *taken it on the spot and without the aid of a school agent.*— Authority on the one hand, must secure unqualified obedience on the other. Still, judicious management will

generally accomplish more than blows. And the teacher is often responsible for the circumstances which render sever punishment necessary. O.

PASSING AWAY.

On Thursday morning, the 22d ult., there came over the trembling wires, "Lottie is dying!" *Lottie Parry*, now Mrs. Austin, of Sandy Hill, N. Y., after a short illness, was passing away from earth. She died on the evening of that day, aged 19 years.

It is fitting in view of the relations she has sustained to us, that we pause to shed a tear of grief and sympathy over her grave and to pay a tribute to her memory. Miss Parry was for years our pupil and for a while, an assistant Teacher; she received her Diploma at Glenwood, last July. She was a frequent contributor to the School Journal while in Brattleboro. In the death of Mrs. Austin, a great loss has been sustained. Her scholarship, highly cultivated taste, and artistic skill, had secured for her an honorable position among her associates; her amiableness and fidelity had endeared her to her teachers and school-mates; in the relations of daughter, sister and wife, she was fondly loved and cherished. All mourn her loss, and may all, while they cherish her memory, imitate her virtues.

We will here re-print the "Parting Hymn" written by Miss Parry, for the Graduates at *Granville*, two years ago. The last four lines are particularly pathetic and beautiful. O.

Once more we would our voices join
With friends we love so well,
Though now the music of our song
Is sad as funeral knell.
We're sad to leave a place so dear,
And freely shed the bitter tear;
Though future joys our hearts may fill,
These friends will live in memory still.

Here we have spent a summer's day,
Unclouded was its sky;
Its soft, bright sun is setting now,
The parting hour draws nigh,

And like yon distant hills that rise
  With clear blue peaks against the skies,
Soft tinted with the sunset ray,
  Are thoughts of that departing day.

Now while the twilight lingers still,
  Let every voice unite,
With tearful eyes and swelling heart,
  To sing the last good night;
And when that glorious morning dawns,
  For which the weary pilgrim longs,
May we be there the strain to swell,
  Whose theme shall never be farewell.

EDITORIAL DEPARTMENT.

TEACHING GRAMMAR.

We have published several excellent essays upon the methods of teaching Grammar, but there is little danger of saying too much upon these practical subjects, especially as each writer occupies a new stand point and presents his own views.

We do not propose here to speak of the manner of teaching the book, or of conducting the recitation, but to make some suggestions of a more general character. And it may be proper first to enquire, why do not all persons who learn the use of our language, "speak and write it correctly"? The answer is obvious; they are *taught* to use it incorrectly. *False syntax* is every where the rule; correct grammar, the exception. If children could hear nothing but correct language, they would always employ it correctly. In that case, the study of grammar would be necessary only to perfect the scholar in the Philosophy of Language. He would then study the English, as the good grammarian now studies the Latin, Greek or German. But since bad grammar is the common language, three quarters of the 1100 pages in Goold Brown's "Grammar of Grammars," must be false syntax corrected. Hence, the teacher who would successfully manage this department, must give much attention to the language used in his school. He should insist upon *correctness* in all the recitations and intercourse of his pupils. If not a practical grammarian himself, he is unfit for his

position. If he is, every improper sound, accent, pronounciation, or ungrammatical or unrhetorical expression uttered, should be publicly corrected. No matter whether the mistake is made by teacher or pupil, it should receive attention. But how can this be done without creating confusion and irregularity? Some would adopt a plan something like the following. Let the school be resolved into "a committee of the whole" on criticism and instructed to mark every incorrect expression heard. At the time the error is noticed, let the critic raise his hand and when the teacher shall indicate his readiness to hear, let him say "*Grammar!*" The teacher then calls for the correction and it is made in the presence of the whole school. In this way, a lively interest is awakened in every mind and the habit of correctly using our language is formed. To this exercise may be added another in connection with the reading of compositions. In every school in the land, compositions should be required; not only from those who have grammar as a study, but from all who can write with pencil or pen. Now let three or four of these compositions be read each day, in the presence of the school, and let them be publicly criticised. Give opportunity for all to suggest corrections in the reading, spelling, use of capitals, choice of words and style of the composition. These exercises have been introduced into some of our best schools and the teachers bear testimony to their practical utility and importance. This habit of criticism should be encouraged in all departments of study, in all school and family intercourse, and at all times. Let the teacher often call attention to the more marked examples of bad Grammar, or bad Rhetoric, selecting some like the following.

"Let *every* scholar attend to *their* own studies." "It is *him.*' "He should have *went* with me." "I have not seen her *this* twenty days." Curious critics have collected such examples as the following, as errors in construction, or punctuation. A carpenter makes this charge in his account book.

"John Brown, Dr.

To hanging four gates and *myself six hours*, $1,50."

A Western writer describes his new school house as having "two rooms large enough to accommodate two hundred scholars *one above another, and two stories high.*"

A clergyman was giving an account of the sudden d ath of his

wife, while on a journey. He said, "I rode acrost the prarie with my beloved wife who has now gone to heaven in a buggy wagon." An error in spellsng and punctuation makes the following note, designed to be read in church, ridiculous. "A husband having gone to see his wife, asks the prayers of God's people for his safe return." The good woman designed to have said, "A husband having gone to sea, his wife asks the prayers of God's people for his safe return." Another who was illustrating before his excited hearers the prevalence of intemperance said, "A young woman in my neighborhood died very suddenly last Sabbath, while I was preaching the gospel in a state of beastly intoxication."

But we design only to call attention to this subject, leaving each teacher to practice upon our suggestions in his own way.

THE EPITAPH.—"The first blood of the Revolution," says our correspondent, (on page 130 of this number of the Journal) "was shed in Vermont, and the crumbling grave stone of the proto-martyr to American liberty may still be seen in the old grave yard at Westminister." The "old grave stone," we are sorry to say, has been torn away, and on the new one we read as follows, *verbatim et literatim.*

In Memory of William French, Son of Mr. Nathaniel French; Who Was Shot at Westminster, March ye 13th, 1775, by the hands of Cruel Ministerial tools of Georg ye 3d; in the Court house at a 11 a Clock at Night; in the 22d year of his Age."

"Here William French his Body lies.
"For murder his Blood for vengence cries.
"King Georg the third his Tory crew
"tha with a bawl his head Shot threw.
"For Liberty and his Countrys Good.
"he lost his Life his Dearest blood."

TO TEACHERS WANTING EMPLOYMENT.—The *American Educational Bureau*, 561 Broadway, N. Y., will register the name of any Teacher, with reference to securing for him a desirable situation, and will furnish him with the *Vermont School Journal* for one year, on receipt of $1,00.

Address Smith, Wilson & Co., as above.

LEWIS' GYMNASTIC MONTHLY will be sent *free* for one year, to any new subscriber for our School Journal who will send us

one *dollar*, and to any old subscriber who will add 50 cents to his subscription and *pay it*.

As it should be.—We notice that all those towns in Vermont which refused to elect Superintendents of Schools, have chozen *constables* and *overseers of the poor*.

Personal.—Prof. Shedd accepts his call from the Brick Church in New York, to be colleague pastor with Rev. Dr. Spring. The church gains a most valuable Christian teacher, and the Seminary at Andover, loses one of its most gifted and respected instructors, and whose place it will be difficult to fill.

Goold Brown's Grammars which have been published by S. S. & W. Wood, of New York, are henceforth to be published by the enterprising firm, Frederick A. Brown, & Co., Boston. So excellent a Series of Books will doubtless find a ready sale in their hands. See notice in our Advertiser.

Teachers' Institutes for the Counties of Windham, Bennington, Rutland, and Addison, will be held as follows:—Townshend, June 3–4; Manchester, June 6–7; East Poultney, June 10–11; Shoreham, June 13–14. The Institutes will each continue in session during two days, commencing at 9 o'clock A. M., and holding during the day and evening. Town Superintendents should see that Teachers are informed of their right to attend without loss of time, and urge their attendance.

Our Teachers and all interested in the elevation and success of our schools, have a deep interest in these Institutes, and should, if possible, attend them. Never more than now, have the friends of education needed the inspiration of such gatherings.

The American Institute of Instruction will hold its next annual meeting at Hartford, Ct., some time in the month of August. A full notice of the arrangements will doubtless appear in the Journal before that time.

Mason & Hamlin's School Harmonium is offered for the low price of $80. See advertisement on cover of the Journal. A specimen instrument may be seen at "Glenwood Ladies' Seminary."

A. E. Leavenworth, A. M., our Associate and the Principal of Brattleboro Academy, has enlisted in the Vermont 9th Regiment. His school has been suspended for the summer. If Washington is really in danger, teachers ought to consider the question in what way they can best serve their country, in the school room or in the field.

NOTICES OF BOOKS AND PERIODICALS.

Report on the Geology of Vermont. Descriptive, Theoretical, Economical and Scenographical; by Edward Hitchcock, LL. D., Albert D. Hager, A. M., Edward Hitchcock, Jr., M. D., and Charles H. Hitchcock, A. M. Two volumes 4to. pp. 988, with 38 plates, including a Geological Map of the State, a Map of the surface Geology, several smaller maps, two plates of Fossils, several plates of Scenery, and numerous wood engravings. Printed by Claremont, N. H., Manufacturing Co., 1861. "These two handsome, well printed and well illustrated volumes, are devoted to the elucidation of the geological structure and economical resources of a highly interesting and difficult region. They constitute a very important work for which all will feel thankful, not only to the excellent geologists whose labors are recorded therein, but also to the people of the State of Vermont, to whose well known patriotic spirit and love of advancement, science is now indebted for a valuable and most welcome contribution." Thus opens a long, critically scientific and highly complimentary review of this elaborate report, in the May number of the *American Journal of Science and Art* noticed below. We refer our readers to that report, and more properly to the work itself, a copy of which may be found in the Town Clerk's office in each town. It is a monument to the indefatigable and persevering patience and industry of our fellow citizen, A. D. Hager, A. M., to whose persistent zeal its publication in the highest style of the typographical art, is largely due. Of it every Vermonter has reason to be proud and should aim to possess a copy, both for its intrinsic value and to assist in remunerating Prof. Hager for the large pecuniary risk he has incurred in its publication in its present form. Copies of the report may be procured by addressing A. D. Hager, Proctorsville, Vt.

The Vermont Quarterly Gazetteer, a Historical Magazine, embracing a digest of the history of each town, civil, educational, religious, geological and literary. Terms; *twenty-five cents* per number. Edited and published by Miss Abby Maria Hemenway, Ludlow. This number embraces the conclusion of Bennington County and a portion of Caledonia County. Miss Hemenway is doing

a valuable work for posterity, and ought to be more heartily seconded than she has hitherto been. Every family should have a copy. The work contains a large amount of information of personal value to every Vermonter who would acquaint himself with the early history of his state.

First Lessons in Mechanics with Practical Applications, designed for the use of schools, by W. E. Worthen. Publiched by C. Appleton and Co, New York. This is a small octavo of 192 pp. It contains *thirty-six* lessons—illustrative of the simple mechanical powers, the composition and resolution of forces, center of gravity, mechanical work, animal powers, water power, gravity, steam engine, geering, machines, friction, etc. Its author aims to bring his work to the comprehension of the pupils in our common schools. The language is simple and extensive use is made of pictorial Illustrations.

New Englander.—This Quarterly for April presents a rich table of contents, viz: Review of Buckle's History of Civilization, Congress and the Territories, Conscience as Contrasted with the Discursive Reason, The Test-Hour of Popular Liberty and Republican Government, Is the Doctrine of Annihilation Taught in the Scriptures? Review of "Spare Hours," The Princeton Review and Rev. Dr. Squier, Goldwin Smith and the Bampton Lectures for 1858, Sketch of the Life of Professor William A. Larned, Noah's Prophecy: "Cursed be Canaan," Notices of Books.

The American Journal of Science and Art for May contains, —Remarks on Period of Elevation of Mountain Ranges at source of the Missouri River, the Chemical Constitution of the Wax of the Myrica Cerifera, Action of Sulphur and Phosphorus Groups on Solutions of Metals, Account of two Meteoric Fireballs of August 2d and 6th 1860, On Orthite from Swampscot, Mass.; New Metal in Oregon, Methylamine, On Prof. Hall's Claim of Priority in the Determination of the Age of the Red Sandrock Series of Vermont, Influence of Diffraction upon Microscopic Vision, Discovery of Microscopic Organisms in the Selicious Nodules of the Paleozoic Rocks of New York, Colorado River of the West, Enumeration of the Plants of Dr. Parry's Collection in the Rocky Mountains in 1861, Scientific Intelligence.

The several monthlies for June are promptly at hand, as follows:

The Atlantic Monthly for June is as usual, richly freighted with good things. Every patriot should read this and

The Continental Monthly, both of which aim not only to excel in literature, but also to give the views of our best statesmen upon matters of political and national interest.

Harper's Magazine.—The illustrated articles are, Broadway, A Congerous Journey, The Catawissa Railroad, and Rough Riding Down South. We notice besides, George Bancroft, and Burr's Conspiracy. The other articles are good. The *Weekly* is rich as usual. A good time to subscribe, as this number commences a new volume.

Godey's Ladies' Book.—The ladies will be glad to learn that this favorite Periodical is as good as ever, and, if possible, a little better.

Arthur's Home Journal and *The Home Monthly* should find a welcome in every family. Their pages are instructive and characterized by a high-toned morality.

Peterson's Ladies' National Magazine has its usual variety—Engravings, Fashion Plates, Stories, Patterns, Receipts, etc.

Music from Horace Waters, Broadway, New York.—*Better times are coming! Where Liberty dwells there is my country.* These are spirited patriotic songs. The first is a *resume* in eight stanzas, of the result of the war thus far, most happily alluding therein to our principal Generals.

We thankfully acknowledge the receipt of public documents from Hon. Charles Sumner, of Mass., and Judge Collamer and Justin S. Morrill, of this State. We have also received the *Eighth Annual Report* of the Board of Education for Chicago, Ill., 1861; the *Seventeenth Annual Report* of the Board of Education of Albany, N. Y.; the *Report of the Superintendent of Common Schools* of Conn., May 1862.

Report of Superintendent of Schools, Brattleboro.—This is a neatly printed and ably written document, and worthy of perusal by all who may have access to it. The Superintendent H. A. Wilson, A. M., has been for many years at the head of a popular school in New York, and, having retired from the active duties of his profession, is devoting himself with untiring zeal to the improvement of the schools in his adopted town. The Graded School in the East Village has been throughly renovated. Strict regulations have been adopted, scholars tardy or absent a limited number of times without satisfactory cause, are deprived of the privileges of the school the remainder of the current term. A regular course of study has been prescribed, assigning certain studies to each term. The schools of the town are represented to be, for the most part, in a flourishing condition. Heads of Families, 586; children of school age, 997; pupils registered, 782; weeks taught by males, 71; by females, 448; school expenses, $3,721,41; public money, $1,392,93; raised on grand list or scholar, $2,328,48.

C. Meadows Windsor Vt

THETFORD ACADEMY.

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LACK OF DISCIPLINE.

"More schools in Vermont fail, or are broken up, from want of discipline than from all other causes combined." So said Secretary Adams before Windham County Institute at Townsend, a few days since. No other man in the State has had so good an opportunity to judge. During these six years, he has lived among our schools, as a traveller amid the Catacombs of Rome. He found them almost as lifeless as the mummies of those tombs, and in attempting the work of their resurrection, he has accurately observed all the agencies employed and marked the hindrances and failures that have come in his way.

"Lack of discipline" is a *radical* defect in our schools. It seems appropriate, therefore, to enquire the causes and the cure.

One important cause of defective discipline in the school is the want of government in the family. Children who rule at home, are unwilling to submit to authority at school. And it is not an unfrequent occurrence for parents to interfere with school discipline. They listen to the complaints of their children, censure the teacher in their presence, and thus encourage a spirit of rebellion. And when submission and obedience are insisted on by the master, they either remove their children from the school, or aid them in resisting his authority. And do not the *children* rule in a majority of the families in Vermont?

Another cause of defective school government is found in the natural inability of many teachers to command respect and exercise authority. The poet is born such; so are all really efficient school masters. A good disciplinarian cannot be *made*. He may be *improved*, but if he has not the natural talent, education can never supply the deficiency. France had but one *Napoleon*, and even America has a thousand *Greeleys* to one *McClellan*. And how many are the instances in our schools where the teacher lacks that energy, life and power which give him the ability to control. He may be a good scholar and a good instructor, but he lacks authority. Alas! when we have said this, we have pronounced our pedagogue unfit for his position. It matters little what other excellent qualities he possesses; if he cannot *govern*, his school is comparatively worthless. There cannot be effective study and thorough mental discipline in a *disorderly* schoolroom.

Still another fruitful cause of defective discipline, is the frequent change of teachers.

In most of our district schools and many of our academies, the teachers are changed as often as twice a year. The result is, no well digested plan for the management of the school can be carried out. If a good disciplinarian has been employed, he has no more than time to perfect his system and secure uniform good order, before he must leave the school.

The next incumbent either destroys all that his predecessor has done or adopts a new method to secure the same object. In either case, the end in view is defeated by this constant change. In this way, the efficient master is shorn of his ability and the poor one is allowed to do all the mischief that the time will allow.

And frequently, lack of discipline results from want of interest in the duties of the school.

The teacher has ability, it may be, and would do well if teaching was his business. But he is engaged only for

a term and has no love for his employment. His thoughts and time are chiefly occupied in his studies at the Academy, College, or in some Profession. The school is of secondary importance; a mere matter of "dollars and cents" to him. And this lack of interest engenders lack of discipline and renders the school comparatively useless. If the amount of money that is annually wasted in Vermont upon this class of teachers, could be saved, it would well nigh pay our war tax during this infernal rebellion. If the time thus worse than wasted by our children could be well employed, they would be much better fitted for the positions and responsibilities that await them in mature life.

But what is the remedy for this admitted evil?

First, let special efforts be made to diffuse correct views of family and school government among the people. Let the Pulpit, the Press and the public Lecturer speak out on this subject, until parents shall learn not only to govern their households, but also to sustain the authority of the Teacher.

Let a different method be adopted by town Superintendents in the examination of Teachers, and granting licenses. No man can judge correctly as to their qualifications simply by a private examination. He must visit the school, and there test the master's ability to manage and control his pupils. Let the license be withheld, until he has proved his competency by trial in the schoolroom. And if lack of discipline is a natural and prominent defect, let him be at once removed by the proper authority, and a competent person employed to fill his place. Where we cannot have well managed schools, we had better have none at all; for an ungoverned school *is* an absolute evil.

Frequent changes in teachers can be avoided only by elevating the calling; by making it a Profession to be sustained and remunerated as its importance demands. When it shall be required as a condition of entering the

school-room as teacher that the candidate has been *professionally* educated, and when suitable compensation is offered for such services, then and not till then, will this instability and inefficiency in our schools, give place to permanency and thorough discipline. Then will the incompetent and time serving seek some other employment, and every true friend of education will rejoice. Quackery should never be tolerated; whether in Medicine, Law, or *School-keeping.* O.

THE SISAGANS OF ARMENIA.

Our remote ancestors, before they left their Asiatic home and emigrated into Europe, are thought, by some, to have occupied a part of the ancient kingdom of Armenia; and it is an interesting fact, that, in examining Ancient Armenian history, we find some apparent confirmation of this opinion. The people, who were called Sisagans among the Armenians, were probably the same as the Sacæ of Strabo and Ptolemy. We find them occupying precisely the same locality, and distinguished by many of the same characteristics.

The Sisagans of Armenian history were the descendants of one *Sissag*, or *Sisac*, who lived about 1800 years before Christ, and who was the ninth in descent from Noah, in the line of Japhet and Gomer. This ancester is described as a prince distinguished for his nobility of character, strength, beauty, and skill in the use of the bow. His territory embraced all that region situated in the eastern part of the ancient Armenian kingdom, between the rivers Kur or Cyrus and the Araxes, and extending west beyond the sea of Gelam or Kegham, named from the father of Sissag. It was one of the most fertile and beautiful provinces of Central Asia, abounding in every variety of excellent fruit and grain. The scenery of the northern and

eastern portions was the grandest possible, traversed by ir. regular mountain chains, full of dark ravines, deep gorges and excavated caverns, and on whose summits stood many a frowning castle, strongholds of a brave and warlike people.

It is said that Sissag, on receiving this country from his father, covered the whole face of it with towns and villages, and gave it the name of Sisagan. It is also sometimes called *Seuni* or *Suni*, and from these two appellations the inhabitants took the names *Sisagans* and *Sunis*. One ancient writer says, that Sissag gave to the country the name of *Suni*, but that the Persians called it afterwards Sisagan. It was also called by the Armenians Sacasdan, or the province of the *Sacas*, and answers to the *Sacassene* of Strabo, and to the *Syracene* and *Sacapene* of Ptolemy. Turner, in his History of the Anglo-Saxons, says, the word *Saxon* is probably an abbreviated form of *Sakai-suna*, or the sons of the Sakai. What reason Turner had to translate *suna*, as from the Saxon, by the word *sons*, does not appear. It is quite as probable that the Sakai were called *Sakai-suna* from the fact that they lived in the province of *Suni*, and if so, the Armenians must have first conferred upon our ancestors the appellation by which we are to-day distinguished. They would naturally speak of the Sacas, as the *Sacas* of *Suni*.

These Sisagans, or Sacas, according to Armenian history, were very powerful more than 1700 B. C., and were frequently allied to the Armenians in their conflicts with Assyria, with Babylonia, and in later times with the Medes. In the second century before our era, when Arsaces established the renowned Parthian kingdom of the East, and extended his conquest over Armenia; he formed, of the country occupied by the posterity of Sissag, one great principality, sometimes called Sisagan, and sometimes Suni. This sovereignty was during a long period, one of the most powerful which existed in Armenia in ancient times. It is said the Parthian king chose distinguished

men from the race of Sissag, whom he made sovereigns of this country. And he is said also to have done this, because he had learned from history, of the ancient renown and valor of this people. These Sisagan rules made alliances by marriage with the Parthian royal families, and were regarded as independent princes.

If we are not able clearly to identify these Sisagans with the Sakai or Sacae, who are supposed to be the Saxons of the East, we can, at least, trace many striking resemblances. Some further notices of this people may be given in a future number. W. C. W.

A BEAUTIFUL AND FAMILIAR HYMN IN LATIN.

TRANSLATED BY HON. W. E. GLADSTONE.

ORIGINAL.	TRANSLATON.
Rock of Ages, cleft for me, Let me hide myself in thee! Let the water and the blood From thy riven side which flowed, Be of sin the double cure, Cleanse me from its guilt and power.	Jesus, pro me perforatus, Condar intra tuum latus! Tu per lympham profluentem, Tu per sanguinem tepentem, In peccata mi redunda, Tolle culpam, sordes munda.
Not the labour of my hands Can fulfil thy law's demands; Could my zeal no respite know, Could my tears forever flow, All for sin could not atone! Thou must save, and thou alone.	Coram te nec justus forem, Quamvis, tota vi laborem, Nec si fide nunquam cesso, Fletu stillans indefesso: Tibi soli tantum munus; Salva me, Salvator unus.
Nothing in my hand I bring; Simply to thy Cross I cling; Naked, come to thee for dress; Helpless, look to thee for grace; Foul, I to the fountain fly; Wash me, Saviour, or I die!	Nil in manu mecum fero, Sed me versus crucem gero; Vestimenta nudus oro, Opem debilis imploro; Fontem Christi quæro' immundus, Nisi laves, moribundus.
While I draw this fleeting breath, When my eyelids close in death, When I soar to worlds unknown, See thee on thy judgment throne, Rock of Ages, cleft for me, Let me hide myself in thee!	Dum hos artus vita regit; Quando nox sepulchro tegit; Mortuos cum stare jubes, Sedens Judex inter nubes; Jesus, pro me perforatus, Condar intra tuum latus!

SCHOOL HOUSES.

NUMBERR IV. THEIR FURNISHING.

After what has been said in previous articles, it is in point to notice the proper *furnishing* of the school-room. In this, no reference is made to those fixtures, which are primarily adapted to promote the bodily comfort and health of the child. The important relation of such furniture to the physical well-being of the young; also its adaptation as a means to a higher end, involving intellectual and moral considerations; and thus the desirableness that each school house should be furnished with becoming seats, desks and the like; these are points which have been already noticed. Attention is now called to *that apparatus and to those helps*, which, as pertaining directly to the education of the mind and heart, have in view the clear elucidation of the branches taught and the genial unfolding of the powers exercised. In order to such a result, our school-houses need a furnishing of a peculiar kind. A part of it should be intellectual in its bearing, having as its aim, the visible presentation of the truth involved in the branches taught—an outward exhibition of the several points, which are constantly coming up in the subjects under consideration. It may, then, be well to devote a few moments to the rapid survey of a portion of the helps now brought into view.

Among these perhaps none is more important, (though it has to a great extent failed to be duly prized,) than a *chart of the phonetic elements* of the English alphabet.—This is desirable as assisting the child, through the guidance of a judicious teacher, to attain in his daily speech to a clear, distinct and correct articulation. Few are so thoroughly masters of the sounds of their native language, simple and combined, as always to express them with propriety. How seldom, indeed, do any of us rightly

enunciate the words of our mother tongue, though we use them from the cradle to the grave. The benefit derived from the early and combined employment of such a chart, has as yet scarcely begun to be appreciated by many, since they have not become sensibly aware of the great defects generally prevailing in this particular. They have also failed duly to estimate the value of such instruction, insomuch as they have never witnessed the marked improvement which may be easily made by an entire school, or by large classes in it, from the devotion of a few moments once, or several times, a day to exercises of this character.

There is a second aid, the *black-board*, of which no school-room should be destitute. Its use a few years ago, was as generally decried, as that of any of the improvements more recently introduced, and often objected to as innovations. All, however, or nearly all, have now come to acknowledge its importance, and to regard it as indispensable. And we may readily see that this judgment in regard to the usefulness of the article in question is correct, since it enables the teacher, or a pupil, to exhibit a proposed process to an entire class, or to the whole school at once, and thus without loss of time. Indeed, if the black-board be looked at merely in the light of economy, it is of the greatest moment. An explanation, or an illustration, given by this means to a class of twenty, may be more readily apprehended, and afford a clearer insight into the subject in hand, than the same repeated to each separately on the slate as many times as there are individuals. Thus, in this single instance, we discover a large gain; the minds of all are in a way to be vigorously called out in unison and sympathy with each other—a matter of no slight moment—while there is a saving of some nineteen-twentieths of the instructor's time, either for a more thorough exhibition of the topic under consideration, or for other duties.

A chart of *geometrical outlines* furnishes another help of no small importance. Instead of this, actual blocks of

wood of the required sizes and shapes may be used. All the more common mathematical forms in space, with which we are wont often to meet, may be advantageously exhibited to the eye of the child. There should be before him visible representations of triangles, squares and circles, of pyramids, cubes and spheres, of cones, cylinders and prisms, as well as of all other and kindred forms, with which he needs early to become acquainted. The influence exerted by such representations, especially if there be a competent teacher to guide the pupil, is very salutary and of incalculable benefit. Brief exercises in drawing the several figures, thus brought to view, on the blackboard or on paper, not only make him familiar with their names, relations and proportions, but also impart a power and skill which are of lasting value. There is in this way gained an education of the eye, as to the forms and dimensions of objects, from the lack of which many in every community are left unfitted to become skilful workmen in the various mechanical arts. Such knowledge is also an excellent preparation for the mastery of several higher branches, which will subsequently engage the attention of a portion, at least, in every school.

Thus have been noticed a *few* points, which are deemed important in the furnishing of our school-houses. Without these aids, much is wanting which is calculated to advance the highest interests of the rising generation.—There is, however, in a large proportion of our schools, a peculiar lack of appropriate apparatus of some of the kinds specified.

Indeed, there is often an almost utter deficiency, if not in all, yet in most of those helps to knowledge, which address the outward senses in the way already indicated. And it is now high time that these should be no longer neglected or discarded, simply on the ground that our fathers got along without them. They also succeeded in gaining a livelihood, without steamboats and railways, without mowers and reapers—improvements, with none

of which should we wish to dispense. It is no doubt a fact that good facilities for education were enjoyed fifty or a hundred years ago. Equally true is it that those then made use of, were not perfect; and we may infer that the means of instruction at this day employed are as susceptible of improvement, as hoes and pitchforks and various other implements of husbandry. Few, if any, competent instructors now fail to see, at least in part, the desirableness of a more thorough furnishing of our common school-rooms with the means necessary to the successful elucidation of the several different branches taught, or which ought to be taught, in every district, as occasion requires. And it is to be sincerely hoped that these and similar convictions will soon become more general. While all unnecessary changes, and every temptation to undue haste, should be avoided, we may certainly look with joy for the time, when not only teachers, but also parents and all in every neighborhood, will see this matter under a broader view, and in a clearer light. P.

Erratum in No. III; page 132, line 1st., instead of *inquiry*, read *injury*.

THE OLD FERULE.

BY B. P. SHILLABER.

Grim relic of a distant time,
More interesting than sublime!
Thou'rt fitting subject for my rhyme,
  And touch'st me queerly;
Unlike the touch that youthful crime
  Provoked severely.

It was a dark and fearful day
When thou held'st sovereign rule and sway,
And all Humanity might say
  Could not avert
The doom that brought thee into play,
  And wrought us hurt!

Ah, Solomon! that dogma wild
Of sparing rod and spoiling child,
Has long thy reputation soiled,
  And few defend it;
Our teachers draw it far more mild,
  And strive to mend it.

O, bitter were the blows and whacks
That fell on our delinquent backs,
When, varying from moral tracks,
  In youthful error,
Thou madest our stubborn nerves relax
  With direst terror.

I know 'twas urged that our own good
Dwelt in the tingle of the wood
That scored us as we trembling stood,
  And couldn't flee it;
But I confess I never could
  Exactly see it.

The smothered wrath at every stroke
Was keenly felt though never spoke,
And twenty devils rampant broke
  For one subdued,
And all discordances awoke—
  A fiendish brood.

And impish trick and vengeful spite
Essayed with all their skill and might
To make the balance poise aright;
  And hate, sharp-witted,
Ne'er left occasion, day or night,
  To pass omitted.

I see it now:—the whittled doors,
The window panes smashed in by scores,
The desecrated classic floors,
  The benches leveled,
The streaming ink from murky pores
  The books bedeviled.

Small reverence for Learning's fame,
For master's toil of nerve and brain,
They saw Instruction marred with pain,
  And Alma Mater
Was thought of only by the train
  To deprecate her.

'Tis strange to have thee in my grasp;
My fingers round thy handle clasp,
No sense of pain my feelings rasp,
As last I knew thee;
Then thou didst sting me like an asp,
Foul shame unto thee!

But gentler moods suggest the thought—
That still thine office, anguish-fraught,
For our best good, unselfish, wrought,
Had we but known it,
And we, with grateful spirit, ought
To freely own it.

Perhaps—but I am glad at heart
That thou no more bear'st sovereign part
In helping on Instruction's art
By terror's rule—
That other modes will prompt the smart
Than thee in school.

Thanks, old reminder of the past,
For this brief vision backward cast;
We measure progress to contrast
Times far and near,
Rejoiced on summing up at last,
We're not arrear.

Boston Saturday Gazette.

PRACTICAL TEACHING.

NUMBER TWO.

It is my purpose in this article, to point out a few prominent errors in the methods of teaching, too frequently adopted in our common schools. This is not done in a spirit of fault finding, but with the desire to awaken the careful attention of teachers, in the hope, that, should I chance to present any new ideas, they may be adopted and used to the advantage of those for whom we daily labor. So common are mistakes in every calling, they form the rule rather than the exception. From the President in his cabinet, as well as in his diplomatic relations, through all the routine of military affairs, and in all those active operations which so intimately concern our destiny

as a people, errors are of very frequent occurrence and are often attended with fearful results. Must we not then expect to find them in the quiet, unpretending school-room? Perhaps they may not be so speedy and effective in their results, yet they exert a silent and by no means powerless influence. It is not at all strange that they do exist; we only wonder there are so few; for, while the people demand a thorough preparation for all other professions, no such demand is made upon teachers, and our Legislature makes but limited provisions whereby they may be trained, and in some measure prepared for their important mission. Consequently the education for this particular calling must be acquired mostly by practice and observation. Seeing then that other means are denied us, we must patiently labor, and by interchange of thoughts, plans and purposes, endeavor to reach, though after long and continued exertion, that standard of excellence, which it would seem, under a more liberal legislation might be much sooner attained.

With this end in view, permit me to mention a few of these mistakes as they have presented themselves in my own experience and in a very limited observation of that of others. I will first refer to Reading and Spelling—the ground work of all true and genuine education. The first error is, in too many cases, an ignorance of their value, and importance; hence but very little attention is paid them. Arithmetic, or some other hobby of the teacher, is made the basis, the *par excellence*, of all knowledge. These two branches of study from their nature, are intimately connected, and form the only true ground work upon which the intended superstructure can be safely built. They should, then, receive more attention, and all other studies and pursuits become second to them. I need not speak of the manner in which these exercises are too frequently conducted, of the various attitudes assumed by the pupils, or of the enunciation, inflections or tones, so familiar to all. From the want of interest and

animation manifested by both teacher and pupils, it would often seem that the exercise is performed as a duty merely, established by usage, and hurried through because not altogether pleasant. Now, I believe this might be corrected. The importance of these acquirements must be thoroughly appreciated; the reading within the comprehension of the student and of an interesting character; all rules except those of accent, emphasis and inflection, which are readily acquired by observation and practice, should be avoided, and the closest attention given to articulation. Then reading, instead of a task, will be a delight. A correct and proper articulation, it seems to me, comprises nearly all the child's need of *rules*, and no one will deny that this is sadly neglected. The habit of neglecting this important matter, is early acquired and is daily strengthened by the pernicious, yet too prevalent practice of spelling rapidly, carelessly, and with almost a total neglect of syllables. In reading and spelling, then, distinct and forcible articulation should be the first, last and constant care of the teacher. In conversation lately upon this point, an aged gentleman remarked that "he could not understand young people now-a-days, especially in reading, they spoke so fast, vieing with each other to mumble the greatest number of words in the shortest conceivable space of time. Too true—the error is a serious one and must be corrected by the teacher.

But the most important, and by far the most common error of which I would speak, is an almost total disregard of the true definition of words. A great majority of our common people use in conversation, a multitude of words whose meaning is wholly or in part unknown to them, often subjecting them to criticism and ridicule; nor is this at all unfrequent among those thought to be educated. The fault lies in their early training in the common school. All will admit that the standard Dictionary should be within the reach of scholar and teacher. It should be consulted, too, and the meaning of all words of peculiar or

doubtful signification, not merely in reading and spelling, but wherever they occur, should be required of the class. Not only the difficult, but the very simplest—for often these are the most difficult to define—should be watchfully observed by the teacher. Nor should he fail to ask for these, because he may not be familiar with them himself. It is no disgrace to refer to better and higher authority in presence of the class. This should be done *rather* than to give wrong or uncertain instruction. The advantages resulting from such a course are very apparent. The universal mispronunciation of words would be corrected. We should know what we say, and how to say it—but more than all, by constant reference to the dictionary, the scholar would early acquire the habit of investigation, so essential to success in any branch of study. In this department I consider the teacher's most important work. Here he can do the most towards correcting the errors of the times, in bringing our language back to its primitive purity, from which it has so sadly degenerated, and of establishing true and thorough ground work for a correct education. D. M. C.

WHAT EVERYBODY OUGHT TO KNOW.

1. If a man faints, place him flat on his back and let him alone.

2. If any poison is swallowed, drink instantly half a glass of cool water with a heaping teaspoonful each of common salt and ground mustard stirred into it; this vomits as soon as it reaches the stomach; but for fear some of the poison may still remain, swallow the white of one or two raw eggs or drink a cup of strong coffee, these two being antidotes for a greater number of poisons than any dozen other articles known, with the advantage of their always being at hand; if not, a half-pint of sweet oil, or lamp oil, or "drippings," or melted butter or lard, are good substitutes, especially if they vomit quickly.

3. The best thing to stop the bleeding of a moderate cut instantly, is to cover it profusely with cobweb, or flour and salt, half-and-half.

4. If the blood comes from a wound by jets or spirts, be spry, or the man will be dead in a few minutes, because an artery is severed; tie a handkerchief loosely around, near the part *between the wound and the heart;* put a stick between the handkerchief and the skin, twist it round until the blood ceases to flow, and keep it there until the doctor comes; if in a position where the handkerchief cannot be used, press the thumb on a spot near the wound, *between* the wound and the heart; increase the pressure until the bleeding ceases, but do not lessen that pressure for an instant, until the physician arrives, so as to glue up the wound by the coagulation or hardening of the cooling blood.

5. If your clothing takes fire, slide your hands down the dress, keeping them as close to the body as possible, at the same time sinking to the floor by bending the knees; this has a smothering effect on the flames; if not extinguished, or a great headway is gotten, lie down on the floor, roll over and over, or better, envelope yourself in a carpet, rug, bed-clothes, or any garment you can get hold of, always preferring woolen.—*Hall's Journal of Health.*

THE DISCIPLINE OF DIFFICULTY.

We should deplore our disposition to yield to opposition, and not the *fact* that we have to *meet it.* Other things being equal, the strength and stature of our manhood, is directly in proportion to the opposition we encounter and overcome. The strength of the moral and intellectual man, like physical force, is developed by effort. Constant and vigorous activity is the law of growth in all departments of nature. So, then, he is the most vigorous *man* who puts forth most effort, in the right direction.

All the paths to eminence are thick strewn with appar

ent obstacles to progress. These obstacles are real helps to the soul that pants for true excellence. It is unmanly to regret that life presents so many difficulties to be surmounted, or to repine at the thought of its severe discipline and stern realities. It is the spirit of true manliness that rejoices at the sight of new heights to be scaled, and exults in conscious growth at every triumph gained by personal effort.

Difficulties do more for us than so called good fortune and friends.

The test of ability in a general is not the magnitude of his apparent success, but the actual work performed and obstacles overcome. And so universally, true greatness is very nearly in proportion to the personal effort—put forth in grappling with opposition. Then let us frown with contempt, on the fatal delusion that any desirable eminence or true worthiness, can be attained by other means, than constant and untiring effort, and greet with delight, every new obstacle in our way, which, when surmounted, will place us on a higher eminence where we may gain a more extended prospect, may feel the pulse of a higher life throbbing through our soul and enjoy the satisfaction which a consciousness of self-acquired power brings. The habit of patient, persistent and hopeful efforts inspired by the spirit of true manliness, is the student's only surety of success and hope of excellence. G. P. B.

We do not divert men from error merely by contradicting their foolish words, but by dissolving out of them the spirit of their errors.

It does not help one to see, to describe to him the night and its dark colors and shadows. We can show what the night is only by lighting up, and what blindness is, by covering the eyes.

ENTHUSIASM.

There is hardly another element in character that has more to do with success than enthusiasm. By enthusiasm we do not mean that wild, blind, fiery impulse, driving a man, he knows not whither, which we usually think of in the mere enthusiast. We mean that deep, abiding, powerful feeling or energy, regulated and controlled by reason and judgment, which moves a man to a particular work or calling and keeps him gladly and unweariedly to it, until it is accomplished.

The word is transferred from the Greek, with very little change, and in the original, signifies primarily, a divine influence or supernatural inspiration. All great men are enthusiastic in regard to that, in which their peculiar greatness consists. No man was ever great in anything towards which he moved reluctantly or indifferently. He that accomplishes great things, takes hold of them with a relish and resolution, that move him right onward to the end. He is carried by an energy, which, often, seems apart from and above himself—which he neither wishes nor feels able to resist, and which, it is not strange, many, under its powerful influence, have regarded as supernatural and divine.

All great Captains, the Cæsars, Cromwells and Napoleons, have been men of powerful euthusiam. Napoleon regarded himself as the Child of Destiny, as controlled by an influence he could not resist. Washington, the coolest and most methodical of men, was susceptible of becoming intensely enthusiastic. Luther was an enthusiast. Columbus was an enthusiast, and so have been all the world's great reformers and discoverers—the pioneers in the march of christianity—civilization and science.

All genuine poets, painters and sculptors, all men dis-

tinguished in literature or art, have been men of enthusiasm in their work.

The same is true of all genuine and successful teachers. Indeed in no other department of labor, has enthusiasm more to do with success than in that of the teacher. The teacher's business is to awaken thought and kindle the love of knowledge, quite as much, as to impart positive instruction. To do this he must love his work, must enter into it, earnestly, heartily—in a word he must be enthusiastic. Nothing is more catching than the fire of enthusiasm. The commander glowing with it, diffuses it through a whole army. The orator, himself on fire, will set a whole assembly ablaze with it. So the teacher filled with intense enthusiasm in his work, will kindle the fire of it in every scholarly mind under his influence. Lacking this he will accomplish little, however high be his qualifications in other respects. Nowhere is distaste or indifference more fatal, than in the work of teaching. All great teachers have been enthusiastic teachers—loving their work and giving their whole soul to it. Socrates was enthusiastic, letting slip no opportunity to awaken thought and impart instruction. Dr. Arnold of Rugby, was enthusiastic—carrying every scholar along with him, in the love and pursuit of knowledge. Prof. Stuart of Andover, was enthusiastic. His students might question the correctness of his statements and the soundness of his logic, but they could not escape the fire of his enthusiasm. Dr. Marsh of Burlington, though the most serious and sedate of men, was intensely enthusiastic in his favorite studies, Philosophy and Theology. He drew and attached to himself every scholarly student, and made his department the favorite department in the University. Seldom did he deliver a lecture or hear a recitation, in which it was not evident, his whole soul was interested in the theme,

It would gleam in his eye, tremble in his voice and glow on his whole capacious countenance. He rarely made a gesture, but when he did—(the laying of his right fore

finger energetically across the left)—it indicated the fire was at the white heat. The common and familiar saying, that his students all had his ear mark, indicated the power of his influence over them.

Substantially it is always so. In any college or seminary, the teacher, that, along with sound scholarship and good sense, has the most enthusiasm in his work, will be the most successful teacher and make his department the favorite department of the School.

One of the first questions in the employment of a teacher should be, Does he love his work? Has he enthusiasm in it? If he has and is not positively defective in scholarship or judgment, employ him. He will hardly fail to do a good work. If he does not love it, cannot become enthusiastic in it; if he goes to it not as a joy, but as a task, whatever be his scholarship, put him not into the schoolroom. Doubtless he may do a good work somewhere else, but he will not do it there. His indifference and distaste will beget themselves in the whole school. It will be a happy day for our schools when all our teachers are not only sound scholars, but are full of enthusiasm in their work. C. C. P.

SCRAPS FOR YOUTH.

ATTACK THEM.

We were walking through a street in one of the beautiful towns in Hampshire County. In the garden back of a house, we noticed a little boy of four or five years in a red dress, somewhat after the fashion of a Zouave's. He seemed to be playing alone and talking earnestly to himself.

As we came nearer, it appeared that he was *playing the soldier*, and giving the rebels "Jessie," or "fits," as the soldiers sometimes say.

He was running about the garden, and at every old

corn-stalk or stick he found, he cried out, "*Here's a rebel,*" and then the way he dealt out the death-blows with his wooden sword, showed that the patriotic blood in his little heart was at a fever heat. How Floyd and Pillow and all the rest of the rebels would have *run*, under our young Zouave's furious attack!

We did not tarry to see the result, but there can be but little doubt that the rebels were completely routed with great slaughter, leaving in the hands of the little conqueror an immense amount of camp equipage, guns, medical stores, provisions, *&c.* We can imagine that the little fellow retired from the field with all the pride of a hero and conqueror.

The next battle this little brave undertakes we would suggest, should be with enemies *nearer home.* We mean any enemies and rebels there may be in his own heart. Anger, disobedience, unkindness, truancy, bad words, and any wrong actions and feelings he may find skulking away in his heart, are real rebels that he should at once attack. Let him raise the *black flag* and give them no quarter, but slay and hew in pieces every one of them. That would be a splendid battle and a glorious conquest. That would be playing the soldier to some purpose. To conquer one's self and subdue all that is wrong in the heart, is the greatest of all victories. And in that battle, the Saviour, the great Captain of our salvation, is ever ready to help all who apply to him.—*Well-Spring.*

"ANY BODY COULD DO THAT."

Some boys are forever playing tricks. Mischievousness seems to be their delight. They are never so happy as when they can play off a practical joke upon some one, and see the perplexity or annoyance it will cause.

Preceptor Jones had several scholars who annoyed him very much by the tricks they were constantly perpetrating. One of these tricks was, to catch hold of the bell-rope that hung in the entry of the academy, when they

passed it, and strike the bell. Mr. Jones often remonstrated with his scholars, and forbad any such conduct.

Gage was a steady, well-behaved lad, and never had a thought of doing any thing contrary to the rules of the academy. He never felt the least temptation to strike the bell when passing the rope. But one day, as he was passing it alone, almost involuntarily, before he had time to think, he laid hold of the rope and gave it a pull. Just that instant he felt the warm breath of his preceptor upon his ear, as he quietly said,—

"Why, Gage, *any body could do that!*"

Poor Gage! Had there been the smallest hole in the floor, he felt he could have slunk away through it. Not a word could he say. He was confounded and struck dumb with shame. What possessed him to do such a thing he had never thought of doing before?

Gage is now a man; but, as he recently told us, he has never been able to banish from his mind the terrible sense of shame and confusion he then felt. He can now almost feel that same warm breath upon his ear, and hear those gentle but withering words of reproof, "Why, Gage, any body could do that!"

Yes; any body, the meanest dolt, could play off such a trick, or do many of the mischievous things that some children and youth are constantly doing. It does not require any great ability or skill to do such things; and there is nothing ennobling in them. *Any body* could do the same, if they would give up all nobleness of character and condescend to such low business.—*Youth's Companion.*

Children should not be overburdened with plays; the best are those they contrive themselves.

Children's labor should not be made a servile labor to them.

EDITORIAL DEPARTMENT.

STATE EDUCATIONAL AGENCIES.

What is Vermont doing for the cause of Education? If this question had been asked twelve years ago, the answer would have been, "absolutely nothing." To be sure, we had then an educational law, but it was to all intents and purposes, null and void. Some officers were occasionally appointed under that law, but only with the design to make it unpopular. Three years in succession, just previous to the time alluded to above, our Legislature refused to appoint a State Superintendent, as the Law required. Our lawmakers had the audacity thus to trample upon a law which they had not the courage and manliness to repeal.

At that time, there were very few, if any Educational Associations in Vermont; very few educational meetings had been held, and but little interest was manifested any where. All the other interests of the State were cared for, but our common Schools and Academies were deemed worthy of no public supervision. Then there was no Educational Journal in the State. Some fifteen years ago an Agricultural and Educational paper was started at Windsor, at twenty-five cents per year, if we remember rightly, which failed after three years, for want of support. Several years later the "*Teacher's Voice*" had a name to live for a few months and then died.

But what agencies are now employed to advance the cause of education? The law has been vitalized; has become a living, breathing thing. A Board of Education has been appointed whose efficient Secretary has visited every part of the State, and everywhere, awakened a new interest in relation to our common Schools. By the Institutes which are held in each county during the year, he is not only raising the standard of Teachers' qualifications, but educating the people and inspiring them with his own earnest spirit. The Institutes recently held in several counties, have shown a larger attendance and a deeper interest than ever, both on the part of teachers and citizens in these localities. Mr. Adams seems to understand that *parents* in Vermont, need

educating more than their children, and though nominally and really instructing teachers, he aims also to enlighten the public mind and to awaken such interest and secure such co-operation as will elevate our schools. To the same end, the Vermont Teachers' Association and other County Societies are co-operating. The meetings of these associations have generally been fully attended and evidently productive of much good.

We bespeak a full attendance and renewed interest, at our State meeting to be holden at Windsor next August. Let the friends of education rally for their Schools and their Country, and show their appreciation of the cause and cure of Southern rebellion. The secular and religious Press has done much to aid our cause, and would do more, if we would furnish the material. We doubt whether there is a paper published in the State, which would not willingly devote a column or part of a column to educational matter. But they expect Teachers to furnish the necessary articles. To some extent this is done, and why not in every case where such reading would be acceptable? This question is worthy of consideration.

As another desirable and important agency in our great work, we presume to mention our *School Journal.* For nearly four years, it has made its monthly visits to from seven to fifteen hundred families in the State. Its readers know the character and spirit of its articles. It has not been as well conducted as it should be, but as well, perhaps, as it could be, under the circumstances. One thing we do know, it has many warm friends among its subscribers and its articles have been extensively copied into other Journals and papers, not only in New England, but in New York and at the West and in Canada. If indifference and neglect could have killed it, the Journal would, long ago, have shared the fate of its predecessors. Still it lives and is all the better, we think, for having gone through the war. We do not complain of open hostility; we have not met with it even from those who have opposed its publication. We have suffered most of all, from the *blighting indifference* of its professed friends.

The School Journal is published "under the sanction of our State Association" and is designed to co-operate in every effort, under the School law, for the advancement of our common cause. It has ever sustained the Board of Education and its Secretary in all his plans and efforts.

Now we claim that this Journal belongs to the State; that it is needed and should be used as a medium of communication between teachers, between teachers and parents, and between our public school officers and the multitude for whom they labor. Moreover, we think it due, for the honor of the State, that the *Vermont School Journal* should be so well patronized and so much improved that it should *somewhere be acknowledged as an educational agency in the work of reform.*

[The Journal is forwarded until an explicit order is received by the Publisher for its discontinuance, and *until payment of all arrearages is made*, as required by law.]

VERMONT TEACHERS' ASSOCIATION.—The Twelfth Annual Meeting of the Vermont Teachers' Association will be held at Windsor, August 19th, 20th, 21st and 22d.

The first session of this meeting of the Association will begin at the earliest convenient hour after the arrival of the cars at Windsor, the 19th, and the last will close before the trains leave on the 22d.

The following are some of the speakers secured for the occasion:—Rev. C. E. Ferrin, Rev. Wm. Sewall, Rev. Roger S. Howard, E. B. Sherman, A. M., C. O. Thompson, A. M., J. B. Thomson, LL. D., S. B. Colby, Esq., Hon. A. P. Hunton.

Per Order of Executive Committee.

June 14th, 1862.

OUR ACADEMIES.

The present number of the Journal is embellished with the beautiful engraving of Thetford Academy, under the charge of J. B. NORTON, A. B. This old and honored Institution has gained a National Reputation; its pupils are found in every profession and almost everywhere. And the very name, *Thetford Academy* is calculated to awaken joyful memories in the minds of thousands. That Hill is classic ground, and will long be a centre of attraction to all who have there quaffed at the fountain of knowledge. We spent twelve years of our active life amid those classic walls and among that generous people. Under its present efficient management, Thetford Academy deserves a liberal patronage. Fall Term begins September 3d.

NEWBURY FEMALE COLLEGIATE INSTITUTE.—Catalogue received, which shows the Institution to be in a flourishing condition. Rev. F. E. King, A. M., Principal, with six associate Teachers in the several Departments. The Summary gives 127 graduates, 14 seniors, 9 juniors, 8 sophomores, total 158.

BARRE ACADEMY.—J. S. Spaulding, A. M., Principal, with four Associate Teachers. Mr. Spaulding is one of the oldest and most successful Teachers in the State, having taught without interruption more than twenty years. This school needs no commendation from us. We copy the following extract from the last report of examining committee.

"We have seen proof that the scholars are taught to think and search for themselves, rather than to take things for true because "the book says so." The attention has been directed rather to things, and the truths which underlie the things, than to the words of the text-books. The pupils have been taught that How and the Why are to be learned, in order to a true knowledge of the Fact itself. The teachers seem to have a preference in their educational husbandry for subsoiling, rather than surface tillage, and to have adopted as their own the genuine teacher's true motto, *non multa sed permultum.*"

GLENWOOD LADIES' SEMINARY.—The summary of the last Catalogue gives an average attendance of 119; number of different pupils 188; number of boarders summer term 90; graduating class 24.

UNION HIGH SCHOOL, RUTLAND.—*D. G. Moore, A. M.*, Principal. The catalogue just received only confirms our previous opinion of this school. From information gathered from personal observation, and from all other sources, we have no hesitation in saying that this is one of the model graded schools of the State. Few can be compared with it.

"ROSETTA A. MILES, VS. SCHOOL DISTRICT NO. 12.—Action brought by a teacher against School District No. 12, in Londonderry, being the district at South Londonderry, for wages. The plaintiff, who had been engaged to teach for fourteen weeks, at three dollars per week, taught four, and was discharged by the Prudential Committee. The reason assigned was general dissatisfaction. She remained in the district until the time her school should have closed, and then went to the school room, and got her

books. The defendants claimed the acceptance of $12 at the end of the four weeks, by the plaintiff. The jury found no acceptance, and gave a verdict for plaintiff for $40,50. E. E. Kellogg, Stoddard, for plaintiff. Arnold, Butler & Wheeler, Stoughton, for defendants."

We think ROSETTA with proper training, will make a first class teacher. We admire her spunk.

OUR BOOK TABLE.

THE PROGRESSIVE TABLE BOOK.—For young children; Edited by D. W. Fish, A. M; Published by Ivison, Phinney & Co., New York. This is a gem of its kind. Its author has hit upon the true idea. He first secures the interest of the child by presenting *objects* to the eye; he then guides him carefully from simple first principles to the more difficult, until the first rules of Arithmetic are mastered. This book is just the thing for children.

THE ATLANTIC MONTHLY FOR JULY.—An excellent number of course. No scholar or lover of Literature can afford to do without this monthly. For $2,50 we will furnish the *Atlantic* and the *Vermont School Journal* for one year.

GODEY'S LADY'S BOOK with its attractive engravings and excellent reading is again on our table. Address *L. A. Godey*, 323 Chestnut Street, Philadelphia, Pa.

ARTHUR'S HOME MAGAZINE, one of our best Monthlies, may be had for $2.00 per year, by addressing T. S. Arthur & Co., 323 Walnut Street, Philadelphia.

PETERSON'S MAGAZINE for July, is beautifully embellished and contains its usual variety of reading. Address C. J. Peterson, 306 Chestnut Street, Philadelphia.

THE HOME MONTHLY, devoted to Home Education, Literature and Religion, is worthy of a place in every family. If such reading could take the place of the yellow covered literature of our day, the next generation would become wiser and better for the change.

THE CONTINENTAL MONTHLY, devoted to Literature and National Policy, is a periodical of high order. The first volume just completed contains 740 pages, double columns, and is printed on good paper, in the best style. Address J. R. Gilmore, 532 Broadway, New York, and 110 Tremont Street, Boston, Mass.

THE AMERICAN JOURNAL OF SCIENCE AND ART, *the* Scientific Journal of the Nation, is published quarterly, at New Haven, Ct., by Silliman and Dana, at $5 per year—postage pre-paid.

THE NEW ENGLANDER is published Quarterly at New Haven, Ct., by *Wm. L. Kingsley* and should be on the table of every clergyman, theological student and educated man in the Country.

VERMONT SCHOOL JOURNAL ADVERTISER.

THIS JOURNAL

Circulates extensively in the families and among the Teachers of the State. Hence, the "VERMONT SCHOOL JOURNAL ADVERTISER," which is appended, affords an excellent medium for making known the merits of Books, Periodicals, Schools, School Apparatus and Furniture, Musical Instruments, &c. All Books sent to the publishers will be noticed in our editorial department.

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THE
VERMONT SCHOOL JOURNAL.

Vol. IV. AUGUST, 1862. No. VIII.

GOOD READING.

On the subject of good reading as a rare and valuable accomplishment, I have no fault to find with the public estimate: that is uniform and correct; and is coming to be asserted with so much earnestness and clamor, that there is good reason to hope that the schools must perforce soon respond. Nothing is more common than complaints against the rarity of good readers: no bid for public favor in a prospectus wonld be so popular as abundant promises to give special attention to good reading. Now it seems to me that the fault of our schools in the matter of reading, lies in dropping it too soon in a course of education. It is, as you know, not the custom in our high schools and academies—at least it is the exception and not the rule—to have an exercise in reading. And yet good reading, such reading as adequately appreciates and duly renders the spirit of anything that merits the name of literature, is a highly intellectual task. Give a person every physical advantage, a voice naturally agreeable, clear round tones, distinct articulation, give him amplefacility in the mere mechanical part of reading, and yet what a lifeless and unimpressive performance his reading is, unless he has the mental discipline which will enable him to make his own the thoughts, and even the most delicate shades of thought, of the passage he may be reading. Nor is this all that is necessary to make a good reader:

both physical and mental qualities combined are insufficient without a great amount of actual practice and careful discipline. In reading, as in music, the most difficult thing of all is to make the outward sound satisfactory to the inner ear. No one of us can read a passage of Shakspeare aloud so that it shall convey to our own minds the same meaning that it does when we read it mentally. To take a passage that involves no great amount of passion, who can read Cardinal Woolsey's soliloquy in Henry VIII beginning "Farewell, a long Farewell to all my greatness," so that it shall sound to his outward ear as it sounds to his inner ear, when he reads it, as we say, "to himself." Eminent actors have been known to repeat a single line scores and even hundreds of times before they could make it correspond to their inward sense of what it ought to be.

I know that it *seems* the easiest and simplest thing in the world to read well, whenever we are listening to a good reader—but you do not need to be told that ease and simplicity and naturalness in almost every department of effort are the result only of long and patient labor. Since then, good reading is an exercise that tasks so fully the best powers of the mind in their best estate, its cultivation ought to be kept up through the whole course of study, and thus every accession of mental discipline be applied by constant practice to improvement in reading. I maintain therefore, and I am sure the public will bear me out—that reading ought to be required of every scholar in all our Academies and High Schools: it is already a recognized department of discipline in our Colleges. I know the objection that will be made to this demand—no time, no time. That would be a valid objection to the study of some other things good in themselves—but not to reading. As to the mode of conducting exercises in reading in High Schools, I do not think any great success can be secured by the use of Readers,—you could not yourselves be long interested in reading a book of "Elegant

Extracts." You must have consecutive reading in some book of sterling merit: during this month, or this term, perhaps a portion of history, Macaulay, Hume, Bancroft*—next term, some good poetry, a Book or two of Paradise Lost, a play of Shakspeare—and so on through various departments and styles. It might seem that the difficulty in securing the requisite books would be a fatal objection to this plan, and I know that all feasible schemes for improvement in Education must be cheap—but some modification of this plan I conceive to be practicable in *most* cases, and I know it to be in successful operation in *some* cases. The main thing, however, is that our Academy scholars read something—and read every day.

M. H. B.

* Whose fault is it that we have none but expensive editions of the standard American histories? Macaulay and Hume are published in cheap popular editions, and are extensively read. When will Bancroft be accessible to the people?

SUCCESS.

Success, in any enterprise, is not the result of chance, neither is it the offspring of fortuitous circumstances; but depends wholly upon well matured plans, careful adjustment of suitable means to compass the end proposed, together with patient, persevering effort.

The noble deeds which men do, the great names which they acquire, and their real success, in everything which they undertake, always have great purposes for their antecedents. No man ever becomes great—great as a statesman, orator, soldier or scholar—great in any department of human knowledge, who has not the ability of clearly conceiving, carefully investigating, wisely planning and adapting all the details which may have any bearing upon the subject he proposes to accomplish: and above all, success, in any enterprise which gives charac-

ter and fame to a man, depends largely upon a determined will in the execution. That young man who sits waiting for the wheel of fortune to make *the revolution* which he fondly hopes, *will make him*, is doomed to a sad disappointment. He never *will be made*, and he never will *make himself* until he clearly perceives the means necessary to be used and intelligently determines that he *will succeed.*

Failures in all undertakings, as might reasonably be expected, are consequent upon recklessly proceeding without well matured plans, definite purposes and a determined, energetic will. Multitudes of men, who labor hard enough to insure success, wholly fail for the very reason that success is an impossible result to their modus operandi. Either their purposes are not well defined, their means inadequate, their plans impracticable or they fail to push their efforts far enough to reach any legitimate conclusion in regard to the possibility of success. How many such men can be found in almost every community, whose whole lives are thus spent for naught—literally for naught—and yet they are among the busiest, most hurried and indefatigable in their efforts to succeed. Such men are not generally deficient in energy, but it is sadly misdirected or otherwise wasted. Zeal they have, but it is not according to knowledge.

We come to the conclusion, therefore, that no man can reasonably hope to succeed in any department of human effort, unless he proposes some definite purpose and has an intelligent understanding of the manner in which and the means by which he may arrive at the most desirable results. He must also possess an iron will which knows no defeat, but gallantly plunging into the thickest of the contest, bears onward the banner of success until complete victory crowns his effort. Thus Napoleon became a great general. The splendid train of victories which marked his wonderful career was consequent upon great purposes, a clear comprehension of facts and circum-

stances, and a powerfully energetic will. Thus Demosthenes became the prince of orators. It is more than probable that the Athenian ears would never have listened to the stirring strains of his matchless eloquence, had not his early settled purpose to become an orator enabled him to persevere until he had fully overcome or was able to control the almost insuperable natural defects of his vocal organs. Thus, too, Luther became the great reformer. The mighty energies of his undaunted mind were aroused against the prevailing errors of the church. Constrained by the love of truth, he hurled his anathemas with all the force of invincible strength against the serried ranks of opposing multitudes, dividing and scattering the enemies of the true militant church, and waved his victorious banner over the legions of his vanquished foes, in the days that crowned his well nigh doomed head with fadeless laurels. But one of the most striking examples of success in modern times is Fulton. Clearly conceiving that steam, as a mighty agent, could be applied to navigation, he set himself to work in order to demonstrate the fact. For months and years he persevered in his labors, amidst the jeers and scorn of multitudes, until his complete success put to shame all his opposers and made his name and fame immortal.

Teachers, you have chosen a profession in which you may place the seal of your own intellectual and moral power upon the world, so that the voice of ages shall echo your name. As you have but a single probation on earth, make it your definite purpose to write your names, "by deeds of kindness, love and mercy," on the hearts of your pupils, who will rise up to call you blessed, when your tongues have become silent and your hearts pulseless forever. Be it your noble task to arouse the slumbering genius and moral worth which lie buried on all our hills and mountains and in all our vallies. Fully develop the outcropping treasures of priceless thought, of noble feelings, of pure and generous aspirations, which

will exist forever unknown—which, without your efforts, will never be called forth to adorn human nature, to bless and save the world.

> "Perhaps on these sequestered hills, reside
> Some hearts now pregnant with celestial fire;
> Hands that the helm of government may guide,
> Or wake to ecstacy the sacred Lyre."

Onward, then, Teacher, in thy heaven appointed mission. Raise thy standard and nerve thyself for the most brilliant successes on life's arena. If God has given thee intellectual and moral power, invest it all in the cause of truth and duty, and great shall be thy reward.

HOME COTTAGE, *Walnut street.*

SUGGESTIONS TO TEACHERS. NO. I.

To those who have just entered upon the important duties of teachers, a few suggestions from one who has had many years experience in teaching, would, it is believed, prove acceptable, and it is in this spirit and with this object in view, that the few following suggestions are penned. The writer well remembers his first day's experience as a teacher, and the anxious hours which preceded and followed it, as he endeavored to solve the problem whether he could either teach or govern a school, and deeply grateful would he have been could he have received a few friendly hints from some experienced teacher, who had proved their intrinsic value in his own practice. It is true that no remark can be made and no rule given which would apply in *all* cases, yet a correct knowledge of human nature will enable the teacher to decide when to apply them. The first thing which a teacher should do is *to study carefully the character and disposition of every pupil under his charge*, and this for several reasons. First, a knowledge of the pupil's leading traits of character will enable the teacher, by adapting

himself to each individual case, to teach better. Secondly, it will enable him to govern better. I do not mean by this that a teacher should humor every whim or caprice of his pupils,—far from it. But he will find that while some may be guided and urged on in the right way by appealing to their sense of justice and right, it will be necessary to appeal to a sense of fear or shame in others, and it is always necessary to appeal to those motives which will stimulate them the most powerfully. This can only be done successfully when we become acquainted with their various dispositions.

2. The teacher should labor earnestly and by every possible means to win the confidence of each pupil. If you gain the confidence you gain the heart. This is the great element of success in teaching. Nothing can be done without it. But how shall this be done? I answer, in many ways which will suggest themselves to one earnestly desirous of gaining this important point. Let the teacher converse freely, cordially, kindly with his pupils; let him enter into their feelings; in a word, let him share their joys, their sorrows, their hopes and their fears; let him show a deep and sincere regard for his pupils, and he will be amply repaid by their confidence and their love. This may all be done without sacrificing for a moment that mild, calm dignity, which inspires confidence while it commands respect. But let no one suppose that dignity consists in a cold and studied reserve, or a stern and austere manner. *Such* a manner is repulsive and would soon crush *out* every warm, genial, gushing feeling of youth, and here is just where so many teachers fail. False notions of dignity, false notions of duty, often lead to wrong conclusions and a wrong course of management. If the teacher is not *very* careful, he may mistake a natural timidity and reserve for a sullen and willful disposition, and how much patience, how much careful study of the elements of character is needed! But this "patient continuance in well doing" will generally win the heart.

There are, however, some children who will construe this kindness and forbearance on the part of the teacher, into a fear of *them*, and others who will take to themselves important airs on the same grounds. Here all the wisdom and firmness a teacher can command, will be needed to secure due subordination, and this is especially true of boys in schools taught by lady teachers. There seems to be an inherent dislike on the part of boys at school, of female government, which often renders the task of the teacher, and especially one *inexperienced*, extremely difficult. This fact presents one of the strongest reasons why every parent should take interest enough in the school to know that his children, at least, are orderly and obedient. Few females are possessed of sufficient physical strength to compel a sturdy lad of twelve or fourteen years, to obey, by mere physical force, provided he sets up his will in opposition to hers. The boy *knows* this, and the *teacher* knows it too, and thus, by gradually gaining one point after another, he virtually becomes master. When one pupil thus gets "the upper hand," to use a homely phrase, all subordination ceases. When such a state of things exists, one of two things must be done. The pupil must be made to feel the strong arm of parental or executive authority, or the teacher must quit the school. C. A. C.

A boarding-house keeper advertises,—"Board for two gentlemen with gas."

The leading principle in the art of teaching, is to give the learner confidence in his own powers.

"That is the best timber of the forest which has the most knots. Being hard to grow, it is hard to wear out."

A steamboat captain advertising for an excursion, says,—"Tickets 25 cents; children half price to be had at the landing."

A PRIMARY LESSON IN NATURAL HISTORY.

The term Narural History covers so vast a region, and embraces so wide a variety of details, that the mere mention of the subject in connection with the primary school might at first thought seem preposterous to those teachers to whom the idea suggests only so many more pages of a new and perhaps difficult text-book, to be transferred to the memories of the first class before promotion.

But before we take alarm, let us consider that the business of the primary school is only to *start* the pupils upon the initiatory steps in the path of learning; that a mere *beginning* is made in the primary school; that natural history, vast as its range is, is no more difficult than any other study, and that it is practicable to teach it without a text-book.

On some sultry summer afternoon, the new teacher in a country primary school finds her work lagging wearily. The dull scholars are sleepy, the bright ones mischievous. The first class are reading a lesson which has grown stale from frequent repetition; Frank Heedless, at one end of the class, rattles off his paragraph so that words and syllables run confusedly together, while John Slow, at the other end, who can see no difference between "*of*" and "*for*," and has been told for the fortieth time to pronounce the *g* in "*ing*," drawls and blunders more stupidly than ever. The lesson ends and the class is seated; the teacher strikes the little bell which calls the school to attention, and, taking a leaf from a bouquet upon her table, she holds it up before the school. There are several smooth, circular holes cut in it.

"Can any one tell me how this leaf was cut in this way?" asks the teacher. Several hands are raised.

"A worm cut it," says one. "A caterpillar," says another. "A wasp," says another; the whole school is alert. Even Augustus Lumpkins, who usually sits staring into vacancy, closes his mouth, which he only does on taking in a new idea, and actually looks interested. A timid, reserved boy, who seems to have something to say, is encouraged to speak.

"I think a wild bee cut it," says he.

"Why so?" inquires the teacher.

"Because I read once in a book that they cut leaves in that way to line their nests, and since then I have watched them, and seen them do it." This leads to further questions, information is given, other children are encouraged to tell what they know of the curious habits and different modes of building nests which obtain among bees, wasps, and hornets, and the teacher finds that some of her pupils have made greater proficiency in hunting wasps' nests than in hunting adjectives and prepositions.

Ten minutes pass quickly in this lesson on natural history, and then the usual studies are resumed; yet in that ten minutes information is gained, a new interest in the works of nature is excited, while the kindliest feelings are awakened between teacher and pupils. The efficacy of such an object lesson, in waking up mind, can not be too highly estimated. To many, to most children, the studies of the school-room seem an abstract thing, which has little to do with the warm, living, out-door world. The accumulation of knowledge seems to them, if they think of it with a view to anything beyond mere recitation, as belonging to some remote future, when they shall be grown up, if, as is the case in too many of our school-rooms, the study of the text-books takes the place of the study of *subjects*. Lessons on either of the three great branches of natural history, whether gathered from a wayside pebble, a meadow flower, or the oriole's nest in the nearest elm, will rouse and quicken thought and feeling, and prepare the way for the text-books which the

higher schools have in store to be welcomed with eager hands. In almost any school, five or ten minutes a day might be secured for such a lesson, and if it could be obtained in no other way, the time might be taken from the arithmetic lesson for it. Arithmetic is particularly specified, because we think too much is exacted of our primary school children in that branch; with most of them it is learned as a task, especially by those who have no talent or gift for acquiring a knowledge of it, and if less time were spent upon that branch in the primary school, a little further along in the school-course it would be learned with greater facility; meanwhile heart and brain might be more judiciously cultivated by the study of the natural sciences, with or without a text-book, and the dullest be interested and profited. Though Augustus Lumpkins cannot see why, if one man standing on a hill can see twenty miles, four men standing on the same hill should not see eighty miles, yet he will see and understand, if it is once pointed out to him, why the beneficent Hand has arrayed the polar bear in thick fur, while the elephant and camel wear no such cumbrous covering, and why the bear is armed with sharp and powerful claws, while the camel walks the desert with spongy, spreading foot; and though he may not remember that a third is more than a fourth, yet he will remember that the arctic fox turns white in winter, for his dull eye glistens when he is told of that.

Let no one object to this mode of beginning the study of natural history, that the learning so obtained will be "only a smattering." Surely "a smattering" is better than no knowledge, and what do the wisest of mankind know but as a "drop in the bucket" compared with the well of truth. When one comes to the attainments of a Humboldt or an Agassiz, he looks very modestly on all human achievements in the paths of science, yet values the smallest acquisition.

That it is not only desirable but necessary to commence

the study of natural history in the primary school if we would have the children benefited by it, is apparent, because so large a proportion of the children leave school without going through the high-school course, often even without entering upon it. If then they are to know anything of a science which shall add to their culture, taste and refinement, and thus largely to their happiness, they should be permitted to commence drinking at this fountain low down in the primary school. The actual amount of information gained may be great or small, it matters little, if only the thirst for knowledge is awakened. To awaken and perpetuate such a thirst, the teacher must feel the craving for knowledge too; she must be a perpetual sympathizer in the search after it, or her labor will be in vain.

Beyond this, however, and of greater moment to both teacher and pupil, is the moral effect of the study of the works of Nature. First of all, cruelty is disarmed; its experiments are forestalled, if love goes hand in hand with curiosity in her search after knowledge. The wild, rude boy who tore off the beautiful green wings of the beetle, would hardly have done so had he known that the faithful little fellow was performing his daily duty of scavenger; neither would he have stoned the greedy robin which ate a dozen of his cherries for his breakfast, had he known that the redbreasted intruder destroyed more noxious insects than cherries. Then love and veneration are cultivated, where the eye is trained to look for beauty and detect hidden uses. All honor and gratitude to Ruskin, who has opened our eyes to see beauty where we knew not of her haunts, and has invested all nature with a charm, from the rough crag that lifts its head against the sky, to the gray lichen which adorns it with its exquisite tapestry. To teach natural history *well* in the school-room, is to teach religion. You may make the little class learn Scripture texts and repeat pious maxims; they may be told daily that it is their duty to love and fear God;—all *that* is well; perhaps they will heed it. But if you teach them that the

hand that created the ocean that thunders on the beach, stooped to tint with pink the lip of its tiniest shells,—that His majestic power who lifted Chimborazo and lighted the fires of Cotapaxi, lingered to draw the lines of beauty on a lily's bell, and lay with the skill of only an infinite Artist the tints upon a butterfly's wing; yet that even *He* guides the thread of their daily destiny, and listens to their evening prayer, they will not fail to reverence His majesty and power, the while they look up with childlike confidence to the Father above, before whose face their angels do always minister.—*Home Monthly.*

"SIC ITUR AD ASTRA."

WRITTEN AND READ AT GLENWOOD EXAMINATION, JULY 16, BY MARY B. PHILLIPS.

'Tis known by all dealers in mystical lore
That "coming events cast their shadows before."
No matter how faint the said shadows may be,
There always are people who are able to see
As well as interpret their meaning, and tell
If they bode to poor mortals things evil or well!
Even now as in time of the woman of Endor,
Lives many a future-foretelling pretender:
And in various ways these great feats are performed
By which the impregnable morrow is stormed!
By our Puritan Fathers the art was put down,
As witness the doings in old Salem-town
When all once suspected to ever have halted,
Were after the fashion of Haman exalted!
Those were stirring times, sure, when ill-boding black cats
Left their proper profession, the chasing of rats!
And fearful old beldames their charms would prepare
And pursue on a broomstick their course through the air.
When magic, and witches and ghosts might be found,
Playing curious pranks on unfrequented ground,
And scenes seldom viewed by terrestrial ken
Were enacted afar from the haunts of men:
Yet none the less stirring are these times of ours,
In which with some *less* than miraculous powers,
The wisdom and cunning of man will foreshow,

All it ever can really concern him to know!
From mysterious rappings and knockings ensue
Disclosures most strange for the whole world to view!
And the efforts of writers and the "corps editorial,"
Of what *can be done* are a startling memorial!
In the light of these facts, it is readily seen
That Present and Future, have no veil between!
And in order to find out whatever you choose
Be sure that the *right* means are those which you use!

The close of a pleasant June day, in my room,
Thickly shrouded all things in a gathering gloom,
I was sitting alone, wrapped in deep meditation,
On subjects connected with "our graduation."
I thought how the "Seniors," the learned "twenty-four,"
Soon would take their departure to meet here no more.
And a wish, soon as formed, loud utterance took,
That at coming events I might have a look!
I thought that the sentence had scarcely been spoken,
When into my presence without sign or token,
A strange figure came: it did not molest me,
But in accents though grave yet most gentle addressed me.
"Mortal Maiden," it said, "The gods hear your request,
And in seeking you now, I obey their behest,
I come to conduct you to Olympus' gate,
And there shall be shown you the Mirror of Fate."
The very first shock of surprise being o'er,
My senses returned clear and calm as before!
Since the brave days of Dante, such offer of aid
Had never to man or to woman been made!
And sure at this time 'tis of moment to man,
That one should find out all one easily can!
For an instant I paused,full of fear lest the "powers"
Should forbid my departing within "study hours;"
But temptation was strong, curiosity stronger,
And I made up my mind not to hesitate longer!
I followed my guide without farther ado,
Resolved not to lose this remarkable view!
A queer looking carriage awaited outside:
(Not the Glenwood coach quite) we were off for our ride!
Straight up in the air, our fleet steeds pressed on;
Soon earth seemed a speck, and anon it was gone.
The man in the moon looked out as we passed
With a nod and a smile as we flew by so fast!
My guide grew loquacious while showing me where
Arcturus was brushing out Berenice's hair!
Would have whistled for Sirius, but said he had gone

With Orion to hunt down Taurus at dawn!
The passage by Perseus compelled me to turn
Lest the head of Medusa should change me to stone!
When, feeling the need of something to eat,
At the sign of the dipper they gave us bear's meat!
On the milky way crossing a stray comet came,
And our carriage was very near catching the flame!
In the eyes of the horses a meteor flashed,
And to pieces we merely escaped being dashed!
Just once the fierce steeds broke away from control,
And liked to have thrown us against the North Pole!
Nothing farther took place to delay or disturb,
And soon at the palace my guide drew the curb.
A welcome most warm at the portal awaited,
(We found by the clock we were somewhat belated.)
Great Jupiter graciously deigned me a bow,
But begged I'd excuse his attendance just now,
As his cherished *American Eagle* was sick,
And couldn't be saved unless seen to right quick!
For his wings were quite drooping, not able to spread,
As once, from St. Lawrence to Mexico's bed!
But he thought that perhaps a few thunderbolts more,
Administered soon, might their old strength restore!
He said he knew well who had made all the fuss,
Involving affairs in this terrible muss,
And 'twas truly absurd that those rebels should think
At their miserable plans for a moment he'd wink!
But he'd made up his mind that whatever befel,
Or whatever England or Russell might tell,
If folks didn't mind their own business quick,
He should follow them up with a very sharp stick!
He said by and by it would give him great pleasure
To talk with me farther, when he was at leisure,
And commanded attendants to show me about,
That I might view the palace within and without.
Then Clio came forward, the first of the band;
I saw that she bore "Wilson's Outlines" in hand!
Melpomene after, with daggers and swords,
Came stalking along, spouting tragical words!
Urania, Thalia, Erato also,
Came forward to guide where I might wish to go.
A fast looking youth in a stove-pipe hat,
I knew to be Bachus—no question of that!
He was looking uncommonly jaded just now,
Having lately returned from a Senate-House row!
Hearing words quite familiar, I turned me to look,
Saw the goddess Minerva intent on a book!
It was Butler's Analogy, which, in spite of wry faces,

She was expounding to Juno and all the three Graces!
Just then a great fuss in Olympus was raised,
And Jupiter thundered till I was half crazed.
The cause of his anger, I learned when 'twas cool,
Was flagrant infringement of the 14th rule!
For Venus, 'twas found, had, in spite of her betters,
Been actually caught sending contraband letters.
Great hammering and pounding my notice attracted,
With laughing and talking, as one half distracted!
I hastened my steps, and right soon I arrived
Where Vulcan was forging, with Mars by his side
Directing his labors, inspecting, approving
And arranging his goods for a speedy removing.
His sister Bellona, delighted, was gazing,
The new rifled cannon especially praising!
He said 'twas so long since he'd had much to do,
That really, the business to him was quite new!
Soon Mercury came in, and he said that a fight
Was to take place near Richmond on that very night.
Mars made preparations direct for a start,
And soon from Olympus I saw him depart.
Then Mercury was sent down to see if by chance
A new revolution had happened in France!
At last, feeling weary of roving about,
And thinking 'twas time to return, without doubt,
I uttered my wish that I need not more wait,
But that now should be shown me the "Mirror of Fate!"

Apollo advanced with encouraging smile,
Said 'twould give him great pleasure to serve me a while,
And, leading the way, he conducted me where
The mirror was hanging suspended in air.
From off the bright plate the thick curtain he pushed;
Before my rapt vision strange images rushed.
As I looked in its depths, first there stared in my face
Thick clouds of white muslin, of ribbon and lace,
And still as I gazed, there appeared through a vapor,
Pressed flowers, pens, crayons, and reams of white paper!
Soon faces and forms 'gan to come on the scene,
I saw more distinctly what such things could mean.
In apartments disordered, the "Seniors" appeared—
For their safety and reason I earnestly feared.
In "fine frenzy rolling" their eyes once so mild,
Their fingers ink-covered, their aspect most wild!
Many faces familiar were shown to my sight,
Some lightsome and joyous, some dark as the night!
Scenes filled with excitement passed by in review;
There were smiling and laughter, and tears not a few!

At length, the dense vapor shut down like a pall,
Then rising, disclosed the Gymnasium Hall;
The surroundings, attendants, and great preparation,
Suggested the whole—it was examination!
There were numberless faces, expectant and bright,
Some anxious and doubtful, in sorrowful plight.
Three "Solons" in wisdom, in front rank were seen,
Most stately their presence, most awful their mien!
Their looks, like the Gorgons, had fearful effect
On those who their questions had cause to expect!
Then class after class came like lambs to the slaughter,
"Know-nothings" received neither mercy nor quarter!
There in the "grand presence" the History "ten"
Stood fluently talking of "times and of men."
And anon at the blackboards, chalk, angles and lines,
Were mixed up with tangents, cosecants and sines;
But while I yet gazed in unbounded surprise,
Eight learned young damsels attracted my eyes.
I knew by their visages, solemn and grave,
Which seemed the severest of questions to crave,
That those who the ordeal *now* were to pass,
Of a surety must be the "Analogy" class!
I saw they stood boldly and Butler expounded,
In sentences clear, and with periods rounded.
The "Solons" then grimly began the assault,
With queries and doubtings to put them to fault;
The shock was terrific, for "Greek had met Greek!"
Such wisdom before, woman never did speak.
The "Solons" were vanquished, for such was their fate,
Overcome by the skill of the marvelous eight!
A scene most amazing came into view now,
It wasn't a war-dance, or Indian pow-wow;
But with postures most graceful and movements fantastic,
The ladies were seen in performance gymnastic!
A change came; 'twas night; a vast audience upon,
Many lamps and *fair maidens* most brilliantly shone.
I will not detail what I then saw to you,
As this evening reveals very much the same view.
Once more the scene changes, and grouping around,
Twenty-four white-robed damsels their teacher surround.
To each is a parchment—the silence is broken
By last words of counsel, and farewells are spoken.

The vapor here fell, and the mirror was mute,
I turned me about with respectful salute;
I said, "In this mirror I'd like much to see
The fate of *Jeff Davis* revealed unto me!"
Unfortunate words, for which dearly I paid:

To obey my commands the poor mirror assayed,
And quicker than one could say "Robinson Jack,"
O'er the whole of its surface extended a crack!
Ah! then, to what tumult Olympus was changed,
Apollo was speechless and almost deranged!
The Muses ran screaming and tearing their hair,
And Juno indignantly growled like a bear;
Minerva made haste to take care of her owl,
While Jupiter gazed with a terrible scowl!
I knew that their actions could no good presage,
And feared to remain and encounter their rage.
Not stopping to utter a single word more,
Escaping their presence from out the back door,
And hailing a comet that was just passing nigh,
I bade to Olympus a hasty "good bye!"

SCHOOL HOUSES.

NO. V. THEIR FURNISHING.

A few items in the furnishing of school houses having been heretofore noticed, we may now proceed to others.

The articles of school-room furniture brought into view in paper No. IV, under the head of *intellectual aids*, were the following: (1) charts of the phonetic elements of the English language, to facilitate the formation of good habits in articulation, (2) the black-board for arithmetical demonstrations and other similar uses, and (3) a series of figures representative of geometrical forms. There are, however, *other* means of an intellectual kind, besides those already mentioned, which may be made of great service to the pupil, under the guidance of a discreet and judicious teacher.

First of all, amongst these additional helps, it may be well to mention *topographical representations.* This expression is intended to embrace all those drawings and charts which are adapted to give a clear impression of localities, of the geographical distribution of natural productions, and of the various improvements made by man,

on the face of the earth. Such representations, as helping to a knowledge of places, are constantly coming to be estimated more nearly according to their real value, whilst the largest, the most minute and accurate have been, during the past year, in demand amongst all classes, as never before. Maps, outline and full, are of great importance in a school-room. These, so arranged as to be readily seen by the pupil, are an invaluable aid in the study of geography. When hung upon the walls, they become not only an adornment to the room devoted to study and recitation, but also a means to constant improvement. So placed as thus to address the eye, they are continually, as by an unconscious process, instructing a whole school. Again, globes, celestial and terrestrial, as intended to subserve the same end, are of great moment, and will more than pay for themselves in a single session, if merely the time of the teacher be taken into account; much more, if that of the children be considered; and far more, if clearness of conception in the pupil, on a thousand points connected with the earth and the visible heavens, be esteemed as of any worth. A good instructor, with such means at his command, can accomplish, in a few weeks, what he would fail without them to effect in a year, thus husbanding a large amount of energy, or the wages of months, for other purposes.

Another and a kindred help, perhaps fully as necessary as the preceding, may be found in *chronological charts.* Less use has been ordinarily made of facilities of this kind than they deserve, though every twelve-month of their employment bears more ample witness to their utility and value. People generally recognize the importance of a knowledge of localities, and this has probably never been more the case, than since the commencement of the war now raging in the midst of a once united and happy nation. But it is often no less requisite to know *when*, than *where*, an event occurred. Each needs to be as well able to refer occurrences to definite periods, in the last five or

six thousand years, as places to a given geographical district, on the face of the globe. Now a knowledge of this kind, which is always desirable, and sometimes of almost incalculable advantage, may be very readily gained by the pupil, under the tuition of any competent teacher. In order to this, a few simple and cheap chronological tables will be of great service. At the outset, in giving such instruction, the civil history of the race may be divided, as usual, into two great cycles, ancient and modern; and the child, becoming conversant with these divisions, may be brought by familiar exercises to assign many prominent events to their respective eras. Afterwards let the ancient and the modern be again divided, and each portion subdivided, in a judicious manner, care being taken that each dividing epoch be marked by an event, as nearly as possible, of world-wide significance. These subdivisions of the two main eras should be few, not ordinarily exceeding ten, universal history being thus embraced in fifteen or twenty comprehensive periods. For most practical purposes these divisions will be abundantly minute, and with them the pupil should become, and by frequent repetition he may be readily made, as thoroughly familiar as with his alphabet. These great time-marks having been in this way mastered, a few moments may be daily devoted to an exercise in chronology, with marked advantage. It will then be a pleasant pastime for a whole school to learn to refer particular events and transactions of history to their appropriate eras, or if one would be more specific, to the first, the middle, or the last portion of each era, as the case may be. The teacher may from day to day propose one or two new points, which most pupils will look up with interest on the charts arranged around the school-room, and thus soon find themselves deeply enlisted in getting ready for each succeeding exercise. Previous questions being often reviewed, until they can be answered with facility, while fresh particulars are introduced just fast enough to sharp-

on the already waking curiosity, there may be gained, almost in the way of recreation, and with a very slight expenditure of time, a more accurate, extensive, and valuable acquaintance with chronology, than is now possessed by one in a thousand of our citizens.

One other help, in this connection, demands a passing word. Reference is made to the means necessary to the successful pursuit of *grammatical studies*. We should not forget that aids of this kind are required by the young, and that the assistance here afforded comes in play, and subserves an important purpose, in every other department of knowledge. For the sake of convenience, these studies are now spoken of in a comprehensive sense, and are intended to include all those branches, which have to do with the form and derivation of words, as well as with their signification and proper construction in discourse. As thus looked at, grammatical investigations not only lead the pupil to a thorough understanding of what he reads, but also qualify him to compose accurately himself. Of course, this end can not be readily reached, without the use of appropriate helps. These, therefore, should be open to the whole school, or, at least, to all those pupils who stand in need of them, that, by the judicious employment of the means furnished, the study of language may be carried on profitably and with success.

Such, without entering more into detail, are some of the varieties of furnishing required by our common school-houses, in order that the ordinary intellectual wants of our children may be properly met. It is here particularly suggested that each school-room should be furnished with a few *works of reference* of a general nature, suited to give the information most needed by beginners, in respect not only to pronunciation, but also to points in geography, biography, and history, as well as the proper import and use of words. Without adverting to the importance, to each citizen and to the state, of the establishment of town libraries, and especial-

ly of a common-school library in each district, which would be of great good to the whole community, none can fail to see the desirableness of a few standard works in every school-room, which shall be accessible to all. We are rarely apt to over-estimate the many benefits likely to accrue to the young, who have constant opportunity to consult reliable books of reference; such, for instance, to mention no others, as the invaluable dictionaries of Dr. Worcester, or, if one prefer, the quarto of Dr. Webster. In this way, much valuable information is often acquired at the time, in regard not only to language, but to every topic which comes before the mind; and with this, and more important, a habit of accuracy is gradually formed, which is of inestimable benefit, and of life-long value. P.

Errata in No. IV; p. 156, 2d line, for *derived* read *derivable*; 3d line, for *combined*, read *continued*; 4th line, before *many*, insert *the*.

EDITORIAL DEPARTMENT.

THE CHANGE.—Our Associate, Mr. Leavenworth, who has been connected with the Vermont School Journal from the beginning, has gone to the war. He had promised to prepare a Valedictory Editorial for this number, but found himself unable to do so, in the bustle of camp life. The circumstances make it necessary that his *financial* and *editorial* relations to the Journal should now cease. We retain his name among our contributors and hope to hear from him often. Our relations to Mr. Leavenworth have been the most amicable and pleasant, and we regret, most sincerely, the necessity which calls him from his chosen field of labor. His noble qualities as a man, his earnest enthusiasm and self-sacrifice in the cause of education in Vermont, have endeared him to the fra-

tertity, and his name will ever be associated with the School Journal as one of its founders and among its warmest friends. We honor our associate and friend, in view of what he has done in our noble cause, and shall follow him with our sympathies and prayers in his self-sacrificing work of patriotism, while we toil on in the same service at home.

"IT MUST BE SUSTAINED."—So says one of our correspondents in speaking of the Vermont School Journal. Another sends in a list of new subscribers, with the remark, "It should be supported, and its failure would be a sure indication of *indifference* on the part of those who should be interested in our Common Schools." Still another friend, in a private letter, expresses himself on this point as follows:—"You say 'If 1000 copies can be taken and paid for at 50 cts. each, the Journal would be sure to live for half a century.' Shame and confusion on a State with nearly 3000 school districts, nearly 5000 different teachers employed each year, and nearly 9000 scholars, that cannot furnish 1000 subscribers, at a total cost of $500, to a School Journal!" There is evidently a growing interest in this part of our enterprise, and a very general conviction among the friends of education, that the *Journal* should be placed upon a permanent basis. To this end, it has been suggested that our contributors hold a meeting at Windsor, early during the State meeting in August, to mature some plan for co-operation. We hope that this will be done, and that all will be present. All that is necessary to accomplish the object, may be done at that meeting. We bespeak a full attendance at Windsor, from all parts of the State. Let Vermont rally with as much earnestness to support our schools, which are the hope of our free institutions, as to fight for our freedom in the field.

We call attention to the notice of the next annual meeting of the "American Institute of Instruction" on page 201. We regret another collision with our own State

meeting; hope Vermont will be represented in that National Convention.

OUR ACADEMIES.

BRATTLEBORO ACADEMY (at West Brattleboro,) will be reopened for day-scholars, Sept. 4, 1862, and placed under efficient instruction and management.

ORANGE CO. GRAMMAR SCHOOL, Randolph, Vt. E. CONANT, A. M., Principal. Mr. Conant is one of our most earnest and efficient professional teachers. The character of his school is well indicated by the following extract from a late report of the Committee of Examination:—

"The teachers seem to have borne in mind the importance not only of thoroughness in instruction especially in the elementary principles, but also the necessity of strict discipline in securing the greatest good to the school.

"The classes all passed a very creditable examination and there are some which in the opinion of your committee are deserving especial praise. Among these we would mention the classes in Cæsar, Cicero, Xenophon, Moral Philosophy, Physical Geography, and Object Drawing. The last seems to be a new feature in our system of education, and its importance we think cannot be overestimated. The Principal is deserving much credit for having introduced into his school a practice which must prove so great a benefit to his pupils in Drawing. Reading also has been made a subject of attention, and the performance of the class was highly satisfactory."

Fall term begins Sept. 4, 1862.

ST. JOHNSBURY ACADEMY. J. K. COLBY, A. M., Principal.—We learn that this school has been well sustained during the past year, notwithstanding the "hard times." The name of its Principal who has been so long and so favorably known in the State, is a sufficient recommendation to all who are seeking the advantages of a first class school.

BURR AND BURTON SEMINARY, at Manchester, Rev. J. D. WICKHAM Principal, is one of the best English and classical schools in the state. The "Summary" in the Catalogue gives an aggregate attendance of 138 in the male and female departments.

COVENTRY ACADEMY, Mr. H. R. FOSTER Principal, with five associate and assistant teachers. The Catalogue gives an attendance of 109 pupils during the year.

BRATTLEBORO HIGH SCHOOL is now in good hands, and with suitable co-operation will soon become a model school. Mr. and Mrs. Howard are *live* teachers.

GREEN MOUNTAIN INSTITUTE has created a new department somewhat of a novel character. "In addition to the usual branches of education taught in this school, it is *proposed* to open a new department for qualifying persons to become *competent* nurses for the sick, and of the "Nursery Department" generally; comprised in a series of Lectures, denominated, First, Second and Third courses." For further particulars address I. BUCKMAN, Esq., So. Woodstock.

VERMONT TEACHERS' ASSOCIATION.—The Twelfth Annual Meeting will be held at Windsor, commencing Tuesday afternoon, August 19th, 1862.

Order of Exercises.—Tuesday. Afternoon—At 2 1-2 o'clock, organization, appointment of committees, miscellaneous business. Address by Rev. Wm. Sewall of Lunenburg. Subject: *Moral Culture in Common Schools.* Evening—Social Gathering.

Wednesday. Morning—Address by C. O. Thompson, A. M. of Peacham. Subject: *The Logical Method of Fractions*; to be followed by Wm. R. Shipman, A. M. of South Woodstock, M. F. Varney of N. Troy, and others. School Journal. Afternoon—Discussion. *Geography, Subject Matter and methods of Teaching*; to be opened by Rev. Mr. Hodge of West Braintree, followed by E. Conant of Randolph, C. A. Castle of Burlington, and others. Address by Rev. G. E. Ferrin of Hinesburg. Subject: *The Relation of Classical Studies to the Common School.* Discussion of Address. Evening—Address by J. B. Thomson, LL. D. of New York.

Thursday. Morning—Discussion: *Reading*; to be opened by B. F. Bingham of West Rutland, followed by Rev. O. D. Allis of Randolph, and others. Address by S. B. Colby, Esq. of Montpelier. Afternoon—Address by Hon. A. P. Hunton of Bethel. Subject: *The importance of the study of the Constitutions of the United States and of our own State in our Common Schools.* Discussion of Address. Evening—Address by Rev. Roger S. Howard of Rutland. Subject—*The Two Ways.*

Friday. Morning—Business. Valedictory Addresses.

All teachers, town superintendents and friends of education are invited to be present and to participate in the discussions of the

meeting. The principal railroads in the State have consented to convey passengers to *attend the meeting* for fare one way. Passengers over the Rutland and Burlington railroad should apply to the conductors for return tickets. For the Vt. Central and for the Vt. Valley railroads, return tickets will be furnished by the Secretary of the Association.

The hospitalities of Windsor will be extended to those *attending the meetings* of the Association. That this may be done more conveniently, persons intending to be present are requested to send their names early to Mr. Judah Dana.

Per order of Executive Committee.

July 21st, 1862.

AMERICAN INSTITUTE OF INSTRUCTION—1862.—The Thirty-third Annual Meeting of the American Institute of Instruction will be held in Hartford, Ct., at the State House, on the 20th, 21st and 22d days of August. The Board of Directors will meet at the Allyn House on the 21st, at 11 o'clock, A. M. The public exercises will be as follows:—

Wednesday, Aug. 20th.—At 2 1-2 o'clock, P. M. the meeting will be organized for the transaction of business. The usual addresses of welcome having been made the President will deliver his Annual Address; after which the following subject will be discussed: *Methods of Teaching Geography.* At 8 o'clock, P. M., a Lecture by Samuel Eliot, President Trinity College, Hartford, Ct.

Thursday, Aug. 21st.—At 9 o'clock, A. M., a Discussion. Subject: *How can the Study of English Grammar, and of the English Language, be made more efficient and beneficial?* At 11 o'clock, A. M., a Lecture by Joshua Kendall, Esq., Principal of Rhode Island Normal School, Bristol. At 2 1-2 o'clock, P. M., a Lecture by Wm. H. Russell, Esq., Principal of Military Institute, New Haven, Ct. At 3 1-2 o'clock, P. M., a Discussion. Subject: *Ought Military Instruction to be generally introduced into our Schools?* At 8 o'clock, P. M., a Lecture by Hon. Joseph White, Secretary of Massachusetts Board of Education.

Friday, Aug. 22d.—At 9 o'clock, A. M., a Discussion. Subject: *Methods of Instruction best adapted to develop in Pupils the power of Communicating Knowledge.* At 11 o'clock, A. M., a Lecture by L. Hall Grandgent, Esq., of the Mayhew School, Boston. At 2 1-2 o'clock, P. M., a Lecture by Hon. D. N. Camp, Superintendent of Public Instruction of Connecticut. At 8 o'clock, P. M., a Lecture by Hon. Wm. D. Swan of Boston, Mass., to be followed by brief Addresses from Representatives of several States.

A. P. STONE, *President.*

WM. E. SHELDON, *Rec. Sec'y.*

OUR BOOK TABLE.

SKETCHES OF THE RISE, PROGRESS, AND DECLINE OF SECESSION; *with a Narative of Personal Adventures among the Rebels; by Parson W. G. Brownlow.* Geo. W. Childs, Publisher, 628 and 630 Chestnut st., Philadelphia. Sent by mail on receipt of $1.25. A book for the times, fully illustrated and attractive to the general reader. The following is a copy of an autograph by the author to the publisher:—

TO MY FRIENDS.—Having had numerous enquiries from my friends throughout the Union, in regard to my Book, I will state to all concerned, that my friend and Publisher, MR. CHILDS, of Philadelphia, allows me a very liberal copyright. I am interested in the circulation of the work, and I am benefited by every copy sold.

Whilst I am not offering a Book to the public, that is not worth what is asked for it—I need all that I can realize from the work, for the Rebels have possession of all my effects, save my wife and seven children.

New York, June 12, 1862. W. G. BROWNLOW.

Our exchange periodicals come to our table as fresh and vigorous as though the civil war had never been!

The Atlantic Monthly for August, has a rich table of contents—The New Gymnastics; Mr. Axtell; My Daphnee; Concerning Disagreeable People; The Sam Adams Regiments in the Town of Boston; Life in the Open Air; To Mr. Lowell Putnam; The Horrors of San Domingo; My Lost Art; The War-Time; Amy Wentworth; Thoreau; A Summer Day.

The New Englander for July, has among its contributions able articles by Rev. I. N. Tarbox of Boston, Prof. Hadly of Yale College, Rev. Dr. Bacon of New Haven. This Quarterly is one of the best of its kind. Address Wm. L. Kingsley, New Haven, Ct.

The American Journal of Science and Art for July, is published and is full of attractions for the scholar, for whose use and benefit, present and future, the work is published. Address Silliman & Dana, New Haven, Ct.

Harpers' New Monthly for August, has its usual variety and fullness of illustration. Send for it. Harper & Brothers, N. Y., will furnish you with any number for 25 cents.

The Continental Monthly for July is out, and is as attractive as ever; *The Home Monthly* should find its way into every family. None can afford to be without *Godey's Ladies' Book; Peterson's Magazine* is also extensively read by the ladies; *Arthur's Home Magazine* is worthy of the extensive patronage it receives; *The Five Cent Monthly* is cheap and good enough for any who seek such reading.

The Independent is one of the largest and most widely circulated religious newspapers in our country. One of its attractions is a sermon in each number by Rev. Henry Ward Beecher.

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Aug 62

THE
VERMONT SCHOOL JOURNAL.

Vol. IV. SEPTEMBER, 1862. No. IX.

PROGRESSIVE FARMING AND PROGRESSIVE SCHOOLING.

Vermont is an agricultural state. A large proportion of the children that attend the public schools are children of farmers, progressive farmers, too, not content with plodding along in the same beaten track that generations before them have travelled, but science lends her aid, leading them upward in the march as tillers of the soil, and joyous art, too, comes tripping along with her handiwork in the shape of improved plows, hay and manure forks, grain cradles, mowing machines, and a thousand other implements of improvement. This we are all glad to see, but we would like to see the work of improvement going on as rapidly in systems of public schools, as in systems of agriculture. But how many people think our school privileges are good enough because they are as good as they were forty years ago! If farmers will throw away the manure fork and use, instead, the old clumsy shovel; if they will throw aside the cast iron plow, and fall back upon the old wooden one; throw away the grain cradle, and depend upon the sickle in harvest time; throw away the mowing machine, and throw away forty other improvements introduced within the last thirty or forty years, there would, at least, be some consistency in ridiculing all proposed improvements in our system of public schools, as fanatical and foolish. But farmers,

when you contend that you must have your cast iron plows, will you not give the school a globe by the use of which we can give the young scholar a better idea of geography in ten minutes than we can in ten hours without it? When you would scorn to use the hay fork that your father used before you, will you not give the school a dictionary and a few other books of reference? When you would laugh to see a family ride by to church in the lumber wagon that was good enough once, will you not provide a comfortable seat for your child at school? When you build a new barn, on an improved, modern plan, will you not pause a moment, and consider whether there may not be some chance for improvement in the old school-house? Perhaps a small outlay there would prevent the seeds of disease from being sown in the constitution of your child, thereby saving him from an early grave. When you arrange your flower beds along the highway to attract the attention of the passer-by, and plant the maple and the elm and the evergreen about your dwellings to beautify and render your homes more attractive, will you not bestow a passing glance and an earnest thought upon the old school-house, standing so near the highway, so unattractive, so poorly adapted to the wants of your children, with the cold northern blasts whistling through the crevices in the floors and ceilings in winter, without an ornament inside or out, not even a shade tree to protect the children in their sports from the scorching suns of summer. And will you not remember that, in a great measure, the future character of your child depends upon the interest or disgust cherished for the school-house and surroundings in early years?

The child is not educated more by the example and precept of the teacher than by the school-house and its surroundings. Every object upon which his childish eye rests, leaves its impress for good or for evil upon the heart in characters that can never be effaced.

I would not advocate in these times of heavy taxation a useless extravagance in this matter, but I trust it may not be said of us that by a niggardly penuriousness, we have checked the development of the immortal minds of the ninety thousand children of school age in Vermont. Let us rather make a generous provision for their educational wants, and, for this, we may rest assured that our names will be held in fond remembrance by succeeding generations, and gratitude will plant the rose upon the mound above our graves, and water it with tears, long years after our mission on earth is fulfilled. H. S. E.

BEFORE THE PHI BETA KAPPA SOCIETY,

BY DR. HOLMES.

In vain the common theme my tongue would shun,
All tongues, all thoughts, all hearts can find but one.
Our alcove, where the noisy world was dumb,
Throb with dull drum beats, and the echoes come
Laden with sounds of battle and wild cries
That mingle their discordant symphonies.
Old books from yonder shelves are whispering "Peace!
This is the realm of letters, not of strife;"
Old graves in yonder field are saying "Cease!
Hic jacet ends the noisiest mortal's life."
—Shut your old books! What says the telegraph?
We want an Extra, not an epitaph.
Old Classmates, (Time's unconscious almanacs,
Counting the years we leave behind our backs,
And wearing them in wrinkles on the brow
Of friendship with his kind "How are you *now*?")
Take us by the hand and speak of times that were—
Then comes a moment's pause: Pray tell me where
Your boy is now! Wounded as I am told."
"Twenty?" "What—bless me! twenty-one years old!"
"Yes,—time moves fast." That's so. Old classmates say,
Do you remember *our* commencement day?
Were we such boys as these at twenty? Nay,
God calls them to a nobler task than ours,
And gave them holier thoughts and manlier powers,—

This is the day of fruits and not of flowers!
These "boys" we talk about like ancient sages
Are the same *men* we read of in old pages,—
The bronze recast of dead heroic ages!
We grudge them not,—our dearest, bravest, best,—
Let but the quarrel's issue stand confest:
'Tis earth's slave-God battling for his crown
And Freedom fighting with her visor down!

Better the jagged shells their flesh should mangle,—
Better their bones from Rahab-necks should dangle,
Better the fairest flower of all our culture
Should cram the black maw of the Southern vulture,
Than Cain act o'er the murder of his brother
Unum on our side—*pluribus* on the other!
Each of us owes the rest his best endeavor;
Take these few lines,—we call them

NOW OR NEVER.

Listen, young heroes! your country is calling!
Time strikes the hour for the brave and the true!
Now while the foremost are fighting and falling
Fill up the ranks that have opened for you!

You whom the fathers made free and defended,
Stain not the scroll that emblazons their fame!
You whose fair heritage spotless descended,
Leave not your children a birthright of shame!

Stay not for questions while Freedom stands gasping!
Wait not till honor lies wrapped in his pall!
Brief the lips' meeting be, swift the hand's clasping,—
"Off for the wars" is enough for them all!

Break from the arms that would fondly caress you!
Hark! 'tis the bugle's blast! sabers are drawn!
Mothers shall pray for you, fathers shall bless you,
Maidens shall weep for you when you are gone!

Never or now! cries the blood of a nation
Poured on the turf where the red rose should bloom;
Now is the day and the hour of salvation;
Never or now! peals the trumpet of doom!

Never or now! roars the hoarse-throated cannon,
Through the black canopy blotting the skies;
Never or now! flaps the shell-blasted pennon
O'er the deep ooze where the Cumberland lies!

From the foul dens where our brothers are dying,
Aliens and foes in the lands of their birth,

From the rank swamps where our martyrs are lying
Pleading in vain for a handful of earth!

From the hot plains where they perish outnumbered,
Furrowed and ridged by the battle-field's plow,
Comes the loud summons; too long you have slumbered,
Hear the last angel-trump—Never or Now!

THE VERMONT TEACHERS' ASSOCIATION

Commenced its twelfth annual meeting at Windsor, Aug. 19th, at 2 1-2 o'clock, P. M. Rev. C. E. Ferrin was called to the chair, in the absence of Mr. Colby, the president. A. T. Howard was chosen assistant secretary. After prayer by Rev. Mr. Abbott of Windsor, the following committees were appointed. On business—J. S. Adams, Wm. Sewall, D. M. Camp. To nominate officers—Hiram Orcutt, Judah Dana, B. F. Bingham. To select the place for next meeting—E. Conant, D. H. Ranney, E. H. Byington. To procure new members—A. T. Howard, Miss A. L. Cobb, Miss J. Pitkin.

Listened to an interesting address by Rev. Wm. Sewall upon "Moral Culture in Common Schools."

In general, the speaker maintained the obvious necessity that all school culture, physical, mental, moral, should be thorough, as seen in their intrinsic and relative importance and in the magnitude of the trusts involved. Yet, moral culture, which is the education of the heart, has special claims upon the teacher. The direct aim of this discipline is to secure obedience to the great command, "Thou shalt love thy neighbor as thyself." And even this must be accompanied by practical instruction in reference to our relations to God as revealed in the Bible.

Moral culture in our schools is important, 1st, Because true symmetry of character especially demands it. 2d,

Because of the intimate relation of school to home culture, aiding the good and correcting the bad. 3d, Because of the impressibility of the material to be worked upon and the permanency of the impressions made. 4th, Because from the common school comes directly the material which gives character to the nation. Finally, the speaker urged upon the attention of teachers the additional consideration that they work not for time alone, that their existence does not end in this world, and that both teachers and pupils hold a vital relation to God and eternity. A discussion upon the subject of the lecture followed, in which J. S. Adams, H. Orcutt and E. H. Byington participated.

In the evening, a social gathering was held at the church, where the usual address of welcome was made by Rev. Mr. Byington of Windsor, and responded to by Secretary Adams. The occasion was one of interest and profit to all.

Wednesday, Aug. 20.

After singing, and prayer by Rev. Wm. Sewall of Lunenburg, the association listened to an instructive and valuable address by Mr. C. O. Thompson of Peacham, upon the subject of Arithmetic. In his introduction he claimed that whatever pertained to education may be discussed in a truly patriotic spirit, since free institutions are based upon free education. In the study of Arithmetic, the speaker strenuously advocated the use of *Colburn's Mental* until it is mastered, as the surest way to teach the *Written*. He specified essentials in a good text book on this subject and exposed some popular errors. In the course of the address, it was argued, at some length, that analysis is preferable in the solution of examples, to the committing of rules. A variety of problems were cited sufficient to cover the whole ground.

The address was followed by a discussion and familiar demonstrations upon the blackboard, in which W. R. Ship-

man, Judah Dana, C. O. Thompson and E. Conant participated.

The attention of the convention was now called to the VERMONT SCHOOL JOURNAL. Secretary Adams made an earnest appeal to the teachers and other friends of education in Vermont, to give the JOURNAL a hearty and generous support. Every teacher should subscribe for it for his own improvement and benefit, no less than to sustain the educational interests of the State. He gave it as his opinion that the VERMONT JOURNAL has been much improved and is as good as the best of its kind in the States, and better adapted to the wants of *our* teachers than other periodicals which have a much more liberal patronage, lay higher claims to excellence and cost twice as much! "Can it be that any Vermont teacher is too poor to pay for such a journal, *fifty cents in current money of the United States?*" He was followed upon the same subject, by Dana, Thompson and Orcutt. Evidence is not wanting that much more interest is now felt in the JOURNAL than ever before. If this interest finds expression in corresponding *action*, our SCHOOL JOURNAL cannot fail to live and prosper.

In the afternoon, Mr. E. Conant opened the discussion on "Geography—Subject Matter and Methods." He stated as guiding principles in the enquiry proposed by the subject, that every item of knowledge acquired should be connected as soon and as far as possible, with other items of knowledge already possessed. Knowledge rests on observation. Every pupil knows something of geography—home, the school-house and its surroundings, the way between. Start here, then, and join to these known lessons until the whole is comprehended. Apply definitions to the thing described as well as to its name. Use all the apparatus possessed—blackboards, outline maps, globes—use them freely and always. Messrs. Camp, Howard and Ranney also engaged in this discussion.

Rev. C. E. Ferrin's admirable address on "Classical

Studies in their relation to the Common School," followed. We omit further remark upon this exercise, as we are permitted, by the kindness of the author, to use his manuscript at our discretion.

In the evening, J. B. Thompson, LL. D. of New York, addressed a large audience. He made many valuable suggestions upon methods of teaching Arithmetic and upon that subject generally. Our limited space forbids a more extended notice of this address.

Thursday, Aug. 21.

After singing, and prayer by Rev. Mr. Scales, and some preliminary business, the discussion on Reading was opened by B. F. Bingham of West Rutland. He introduced himself in a very modest way. While he extolled the art of extemporaneous speaking, he made no pretentions to it himself; while he regarded reading as not less important, he assured the audience that he had never received much instruction on that subject. He deplored the want of a State Normal School to train teachers in this department, as well as in all others. In the absence of such means of culture, the teachers on that side the mountain had made a combined effort for *self* culture; were in the habit of holding meetings for practice and criticism on reading and methods of teaching it. [A good suggestion that might profit other parts of the State.] Mr. Bingham maintained that the good reader must have and express the emotions of the writer. Hence, the teacher of reading must see that his class fully understand the sentiments and are imbued with the spirit of the lesson. And then, with a cultivated voice, they will make effective readers. The vocal organs are far more complicated than any musical instrument. Hence, to use them correctly, requires more practice and skill than to perform well upon the piano, the organ or harp. Reading should have more attention in our schools; teachers should be better trained in this department and spend more time in training their pupils, even to the neglect of

other favorite studies. Mr. B. gave some good recitations and left upon the audience a very favorable impression.

The convention now accepted an invitation tendered through Dr. Styles of Windsor, to visit the *Armory* and *State Prison*, and adjourned for that purpose. The *School Convention*, *Armory* and *State Prison*—what a theme for meditation in such an hour as this!

In the afternoon, the Hon. A. P. Hunton of Bethel addressed the audience upon "The importance of the Constitution of the United States and of our State, as a study in our common schools." The speaker alluded to our public schools as a great blessing to the free states, and drew a comparison between the free and slave states, showing that in a great measure, the difference between the north and south is owing to the difference in educational advantages enjoyed. Hence, if we would maintain our free institutions, the rising generation must be instructed in the principles of our government.

In the absence of Rev. R. S. Howard of Rutland, who was expected to lecture, the evening was occupied by an earnest discussion upon the following resolution, appropriate to the perils and duties of the hour:—

Resolved—That, as members of this convention, we cannot allow ourselves to separate without giving utterance to the deep and painful appreciation of the present condition of our national affairs, which, in common with our fellow citizens, we vividly feel.

Without provocation or cause, black-hearted treason, having smouldered for years, has burst forth, and in the guise of armed rebellion, now threatens the utter destruction of those democratic institutions which, sanctified to us by the toil and sacrifices of our fathers, have been the pride of our hearts and the hope of the world. Our country is in danger; upon the issue of this struggle hang all the vast interests of law, of peace, of progress and of home, in the present, and the illimitable possibilities of the future, for us and for the world. As, under God, we owe all that we have, all that we are, and all that we hope, to the benign influence of the institutions of our country, so we pledge ourselves and our all to her support and preservation in this the time of her dire necessity. Heart and mind and strength should be devoted to the public service; and here and now, praying for strength to enable us to discharge our whole duty whenever, wherever and however

that duty may present itself—holding ourselves ready to respond to any call that may be made, we will, in the meantime, betake ourselves to our own especial and glorious work; and earnestly and solemnly, each in his own proper sphere, and in his full appreciation of our responsibilities, endeavor to exert an influence that shall render the next generation of the sons and daughters of Vermont, wiser, better, purer, stronger and more devotedly patriotic than we, in our feebleness, have been able to be.

The following resolutions were also discussed and adopted:—

Resolved—That we take pleasure in again recommending to the favorable consideration of the association the VERMONT SCHOOL JOURNAL. As a channel of inter-communication for teachers and as a means of mental improvement, as well as of appeal to the public mind, it deserves and should receive the patronage of every practical teacher in Vermont, And while we do not deem it desirable or practicable for the association, as such, to take charge of, or be responsible for its publication, we do cheerfully and earnestly urge all teachers, superintendents, and all thoughtful friends of education, to make active and persistent efforts by personal solicitation and otherwise, to increase the list of subscribers and contributors.

Resolved—That the interests of the Common Schools in the State, demand the bestowal of much more care in the keeping of school registers by the teachers, and the making of returns by district clerks.

Resolved—That the Constitutions of the United States and of our State are suitable and ought to be made subjects of study in the Common Schools.

Resolved—That it is desirable to select the second Thursday in January as the day for the future annual meeting of the Association.

Resolved—That the Executive Committee be instructed to confine the exercises of future annual meetings of this Association within the limits of two days, taking the preceding evening for the social gathering.

The following are the officers of the Association for the ensuing year:—

President, Rev. C. E. Ferrin; Vice President, Prof. N. G. Clark; Secretary, E. Conant; Treasurer, D. M. Camp, 2d; Auditor, M. Burbank; Ex. Committee, Rev. Wm. Sewall, B. F. Bingham, D. G. Moore. Corresponding Secretaries, Rev. H. F. Leavitt, Addison Co.; Rev. G. B. Manser, Bennington Co.; Rev. H. P. Cushing, Caledonia Co.; J. S. Cilley, Chittenden Co.; C. W. King, Essex Co.; Rev. B. Newton, Franklin Co.; Rev. O. G. Wheeler, Grand Isle Co.; M. McKellop, Lamoile Co.; Rev. J.

Britton, Orange Co.; Rev. Thos. Bayne, Orleans Co.; Charles Parmenter, Rutland Co.; J. S. Spaulding, Washington Co.; A. T. Howard, Windham Co.; W. R. Shipman, Windsor Co.

The next meeting of the Association is to be held, the second Thursday of January next, at Rutland.

THE GREAT LESSONS OF THE YEAR.

The great lessons of the year, though they have severely tried the pecuniary interest of the country, are demonstrating the importance of our common schools. The passing history of our country, when written, will show the superiority of a people where the means of education are within the reach of all, over those where they are furnished as the will or ability of the individual shall determine. This superiority will appear in respect for law, and a due appreciation of the privileges of a good government, and a patriotic and efficient defence of the same. The common intelligence of the citizens of the loyal states, that has appeared in these stirring times, reading, judging and acting on the questions forced upon us by rebellion, has been, and is, the strength of our cause. This has given our government an army of volunteers that are volunteers in the highest sense of the word,—understanding why they rally at the call to arms. They are not led by the cunning politician, the lying demagogue, or would-be military chieftain. They can and do read, and act from their own intelligent appreciation of the interests at stake. Had education been a matter of state superintendence in our whole country, so as to carry its privileges, as a free inheritance, to every child; and had it pressed the importance of improving them on every parent and child, and given to all classes, the rich and the poor, the same chance in competition for places of trust reached by intelligence, we could never have had the

dark chapter recorded that must appear when the history of 1861–2 shall be written. The bold movements of aristocracy that have astonished the world in secession, needed a large ignorant element to support it. A reading, thinking community,—capable of forming an intelligent judgment on matters of state and national politics, would have looked through the clouds of falsehood that are blown up by demagogues to conceal the wicked, base act of rebellion. Leave the education of a State in the hands of the rich or aristocratic class, and they will soon lead an ignorant rabble at their will, and give them the law at their mouth. But let schools be a common blessing, and intelligence the common heritage, then all the working elements of the state will find a check in each other: no one can run away with all the rest by usurpation. The single state of Ohio, though a little more than half a century old, and containing a large foreign element mostly from countries where ignorance is the common rule, has more scholars in her free schools than all the states that have in their folly struck for secession. That blow was struck in the dark, and took effect so potently because of the gross darkness of the people, that had been left to walk in the light of the aristocratic class, and receive their reading and thinking from them. The question of education is, make it universal,—a free inheritance for all classes, or, meet by an armed force the uprising of ignorance under some conspirator. Which is the cheapest, the passing events in our country will decide. Let the children and youth of the nation be made to feel, in the common school, that they are under the protection, and indebted to the government,—let them, in this tender and flexible period, be taught by precept and actual drill and practice, the rules and modes which must regulate the intercourse of child with child, and that they must live and act together according to the laws of essential equality, and that each must respect the rights of all the rest, and you are developing a law in the constitution of soci-

ety that will secure loyalty to the powers that be, and a due respect to the common good. It has its existence in the heart and mind of society, and forms a central influence around which the common weal accommodates itself by a self-adjustment, so that no one class can be excluded from its share of protection and respect. Every one can make an intelligent defence of his rights before those that the common school has placed on an essential equality with him. There is a common understanding of right, for all have graduated at the common school,—" the people's college." A. S.

AMERICAN INSTITUTE OF INSTRUCTION.

The thirty-third annual meeting of the American Institute of Instruction was commenced on Wednesday afternoon, at Hartford, in the state house, Mr. A. P. Stone of Plymouth, president, in the chair.. The opening session showed a full house, as all who had undertaken (without success) to get rooms at the hotels anticipated it would. The venerable Dr. Hawes, looking, however, no more venerable than he did twenty-five years ago, opened the exercises with prayer; and then Mr. Washburn of Hartford made a formal speech of welcome to the members assembled, on behalf of the committee of reception. When he finished, Gov. Buckingham came forward on behalf of the State with his welcome, and was received with warm cheers. The president responded in a happy way, and Hartford as a city and Connecticut as a State having shaken hands with the American Institute, and the American Institute having shaken hands with the city and State, the Institute proceeded to business.

One of the regular institutions of the Institute seems to be the president's annual address. Mr. Stone alluded to national affairs. and briefly examined the value of our

system of popular education in comparison with the southern system, as revealed by the light of the war. The difference in the spirit of the two sections—the barbarous practices of one side and the decency and morality of the other—he claimed, grows out of the fact, well attested, that in some of the rebel muster rolls, nine tenths of the soldiers can not write their names, while there is hardly a native loyal soldier who can not write his name. The address was brief, and if it was not very brilliant, there was no stuff and nonsense about it. The next thing in the program, after the president's address, was a discussion on the "Methods of Teaching Geography." The discussion was opened by Mr. Boyden of Bridgewater. Mr. Boyden really had some good ideas upon his subject, but I judge that he had got them together rather hastily, and that there were some deserters. There were three things essential in teaching geography, he said,—first, a definite idea of what was to be done; second, an appreciation of the class of minds for which we lay out our work; and third, a comprehension of the natural order of presentation. Mr. Boyden thought that there should be one method pursued with children and another with those more advanced, and spent the most of his time in revealing the method he would pursue with primary classes. He would try to give them ideas as to size, direction, distance, form; &c., as essentially preliminary to any competent understanding of the science. This he would do mainly through familiar oral exercises. Map-drawing from memory was represented to be an essential matter. Prof. Hewitt of Bloomington, Ill., followed in a very sensible strain. There were two ways of regarding the earth as a subject of study, he said, first, as a whole, going down through its various divisions to the minutiæ—what might be called the analytic method; the other beginning with the minutiæ and going up to the whole, or the synthetic method. We can not follow either strictly, but he favored the synthetic. If practica-

ble, the best way to study geography would be to travel. The memory will retain the form of the parts of the earth seen, and associate with it all related facts. With pictures and books, he would make the study as much like travel as possible. All our ideas of geography exist in forms, and the picture of a form within the mind must be the framework upon which to grasp all associated forms and facts. Prof. Fordyce A. Allen of Pennsylvania, followed in a very good speech. He did not believe in the use of globes for primary classes. Children can not comprehend the spherical form of the earth. He would not present mathematical geography to a child at all. It is impossible to make a thinking child believe that the earth is "a globe or ball," because his eye tells him otherwise. So the best way is to take his mind as it is, and teach him the minor facts about him, till he can comprehend more. Prof. Allen said he knew a man in Pennsylvania who still believed that the earth was fixed and flat, and, lest we might think that his ignorance was owing to his locality, he begged to state that he came originally from Massachusetts. He did not add (nor did anybody else,) that he showed that he was a natural fool by going to Pennsylvania.

SECOND DAY—THURSDAY.

The discussion of the methods of teaching geography was resumed, Mr. Dickinson, of the Westfield state normal school, first taking the stand. He cared less for methods than for a thorough understanding, on the part of the teacher, of the true principles in teaching. Let every teacher have his own method, if he only understands the principles. The first thing to be done in geography is to teach isolated facts; the second is to teach the causes and relations of the facts, which constitute the science. The teaching of the facts is not the teaching of geography at all, necessarily, but only the communication of elementary ideas of form, distance, &c. After elementary facts are passed over, and the child

begins to inquire into the causes of facts, the time comes for a scientific course, the natural order of study being first the form, second size, and third the surface of the earth,—then climate, latitude, productions, cities, peoples, customs, &c. He would be very careful in the matter of illustrations, so that pupils will learn to locate all countries and all places on the earth, and not on the map. Mr. Northrop made reply in a good many words, without the development of any important ideas. He thought the thing most neglected in our teaching was relative topography. He would have the world built up around our home, and pupils in answering questions as to the direction of different places, should always be made to point to those places, thus getting and giving an idea of their location with relation to themselves.

Geography being laid on the table, the regular subject of discussion for the morning was taken up, viz: "How can the study of English grammar and of the English language be made more efficient and beneficial?" The discussion was commenced by Mr. Ansorge of Roxbury. Mr. Ansorge is a Prussian, and his English was a little hard to be understood. He was understood to say that to teach grammar well we must begin where scientific men began to make grammar, among the parts that make language. The grammars that we put into the hands of pupils are too general, but a teacher ought to be the master of the book, rather than the book the master of the teacher. He would start first with facts, apparent or easy to be apprehended; afterwards he would employ the reflective faculties in the science. In Germany, many of the schools have no text books at all, with the exception of the Bible, hymn book and catechism. Everything taught came from or through the teacher. Mr. Philbrick of Boston thought Mr. Ansorge had fallen into extreme views, and talked the best string of common sense which we heard during the whole morning. He wiped away a good deal of fog that Mr. Ansorge had left as to

what grammar really was, and testified to the value of good text books. He said that Massachusetts some years ago was led away from the true path by an enthusiast who went for subordinating text books and making the teacher everything. It all did damage, and he was for putting good text-books into schools and bidding the teachers teach them. Mr. Northrop thought the great trouble, after all, was the mechanical use of the text books and in the failure to cultivate the expressive faculties. Mr. Philbrick did not believe the cultivation of the expressive faculties was necessarily a part of the object in studying or teaching grammar. He was told when a boy, to write a composition on virtue. He had nothing to say about virtue—he had nothing to express, and that is the case with most boys who study grammar. They have nothing in the world to express. Prof. Greene of Providence was on both sides of the question; both are partly right and partly wrong. The real defect in teaching grammar is in not making pupils realize what they study. It is easy to learn, for instance, what the text books say about number in grammar, but the lesson on this should be a living one—illustrated until there is in the pupil's mind, a perfect understanding of what number essentially is in language. The teacher needs text-books, but he needs to use them well. Dr. Woolworth of Albany, a member of the board of regents of the University, spoke briefly. He believed in Murray's definition of grammar, that it is "the art of speaking and writing the English language correctly," and this art is taught at first through mother, nurse and teacher. It should be their business to talk correctly and well; afterward it would be well to study grammar as the science of language. Mr. Benedict (also a member of the board of regents,) next spoke. Mr. Benedict was in favor of committing the old, well-tried rules and formulas to memory. Murray's definition of English grammar is a landmark. It is some-thing never to be forgotten, and something which

cannot be improved. Who would think of re-writing the propositions of Euclid? No one. They have been prepared with the greatest precision of language and the completest logical accuracy. After these rules, formulas, &c., have been committed to memory—"learned by heart"—it is the business of the teacher to see that the pupil understands them, and this he should be at liberty to effect in his own way. It is impossible to get these rules and formulas, which he deemed essential to an available and reliable education, without good text books. If he were going to teach either geography or grammar, he would teach them and not something else, beginning to teach a science by teaching related sciences. The morning session was brought to a close by a lecture from Mr. Kendall of the Rhode Island state normal school.

The first thing in the afternoon was a lecture by Wm. F. Russell of New Haven. The aim of the lecture was to exhibit and enforce the advantages of a military system of education. He introduced his lecture by an allusion to the looseness of the management of a pupil's time, in most of our schools,—the ease with which apologies from parents were put instead of time spent in the schoolroom, and the universal lack of punctuality in school matters. There was not only a lack of punctuality but a lack of exactness in almost everything. The inexactness would be remedied by definiteness of aim. We should teach the boy to be and to do what the world will require him to be and to do. We need, too, more earnestness and honesty in our moral definitions and teachings. We are lax everywhere, and need not only more punctuality, exactness, and more honest morals, but the enthronement of rightful authority. After enlarging upon these themes, of which we are able to give only the most incomplete hints, Mr. Russell brought forward military schools as not only better in the matter of punctuality, but as better in all general and particular accuracy than any other. West Point secures greater accuracy than any other institution in the country. The government of the institution is more efficient. It has its will, which is law, and that law is enforced. Nowhere else can you hear in the college the word of command, unmodified by the political element; and it is worth one's while to go there once to hear it. The difference between West Point as a self-governing institution, so far as reporting delinquencies

among the students, by the students, is concerned, and other institutions, was shown. At West Point, the officer of the day, taken from the students, is for the time put upon his honor, and does his duty, and no one finds fault; while a university with which he was acquainted was absolutely floored by the students themselves, in the endeavor to maintain a monitorial system. We establish our colleges to do good generally, without any specific aim. The military institution drives to a single definite result. Still we must remember that war is not the business of the world, but only the means by which the arts of peace are pursued and secured. The address was indeed a very fine production—imbued with a thoroughly religious spirit and strong common sense.

The program fixed the subject of discussion following the address. It was "Ought military instruction to be generally introduced into our schools?" Mr. Philbrick of Boston was the only speaker of the afternoon, before the adjournment. The present generation, he said, had been reared in profound peace. The war spirit evoked by the old French and Indian wars, and by the long war of the revolution, had died out. Peace societies had been organized which had not only persistently denounced war, but ridiculed military training. In our northern states it was almost as much as a man's reputation was worth to belong to a military company. We were all devoted to the arts of peace, and the accumulation and enjoyment of money. We were all unprepared to enter upon the most terrible military conflict the world has ever known. We find ourselves obliged to go into the war with the smallest stock of military talent. He would not stop to calculate the thousands of lives lost and the millions of treasure already sacrificed, in consequence of our lack of military knowledge as a people. And now we know that, however this rebellion may result, this generation will necessarily cultivate the military art. Now, what is meant by a military education? There are two kinds, or grades. The first is for the rank and file, and consists mostly in physical training. The second is for those in command. The officer must be trained upon a broad, scientific basis. What have common schools or the regular run of educational institutions to do with this? Nothing, in his judgment. The officers will continue to be educated in military schools, while the com-

mon soldiers will be educated for their duty in the camp. The most of the teachers of our schools are women, and they cannot handle arms or teach the manual. Moreover, he thought that punctuality and exactness could be secured without military training, provided they existed in the teacher, and unless they did exist in the teacher, nothing could be done with a military system.

In the evening, the institute met to hear a lecture from the Rev. Mr. Richardson of Worcester. His subject was "Popular Education as related to Nationality." This was a somewhat unique entertainment, and was heard by a large audience. The evening exercises were closed by the congregational singing of America.

THIRD DAY—FRIDAY.

The discussion of military education was resumed, speakers being confined to five minutes. Gideon F. Thayer, of Keene, N. H., opposed the introduction of the subject into our public schools. Mr. Allen, of Newton, agreed with the first speaker. Mr. Northend, of New Britain, Ct., spoke against the introduction of military education into our schools. Some new thing, he said, is continually offered to the institute for adoption. Mr. Bulkley, of Brooklyn, argued that military education is demoralizing. Mr. Wetherell, of Boston, spoke against it, as did Messrs. Parish of Springfield, Northrop of Massachusetts, Allen of Pennsylvania, Jones of Roxbury, Allen of Newton, Adams of Boston, and Rev. Mr. Trask of Fitchburg. Mr. Greenleaf of Brooklyn, N. Y., rather favored the introduction of the military element into the school system. Messrs. Sawyer of New Hampshire, Woolworth of New York, and Dr. Lewis of Boston, also opposed the introduction of military education into our schools. Here the subject was laid on the table by a vote of the institute. The views presented by Mr. Russell, in his lecture yesterday, were severely handled by the speakers generally. There was a most thorough and unanimous dissent from the notion of introducing military tactics into the public schools. It was urged that the tendency of such an innovation would tend to the essential demoralization of the young.

Resolutions were offered commemorative of the death of President Felton and of Mr. Kimball of Needham, Mass., members of the Institute. Remarks were made by Thay-

er, Parish, Wetherell and Ticknor, and the resolutions were adopted.

At 11 A. M. a lecture on the "Progress of Learning in Europe," was read by L. W. Grandgent of the Mayhew school of Boston. In tracing the history of the subject, he stated that Ireland was the seat of learned men of Western Europe from the third to the ninth century. Oxford university and Cambridge university were founded subsequently in England. At the beginning of the ninth century, knowledge was revived. Thus the lecturer traced his subject down to the present day.

The list of officers chosen for the ensuing year, is as follows :—

President, A. P. Stone of Plymouth.

Vice Presidents, Samuel Pettes, Roxbury, Mass.; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston, Mass.; Benjamin Greenleaf, Bradford, Mass.; Wm. Russell, Lancaster, Mass.; Henry Barnard, Hartford, Ct,; Wm. H. Wells, Chicago, Ill.; Alfred Greenleaf, Brooklyn, N. Y.; Wm. D. Swan, Boston; Chas. Northend, New Britain, Ct.; Sam'l S. Greene, Providence, R. I.; Ariel Parish, Springfield, Mass.; Leander Wetherell, Boston; Geo. B. Emerson, Boston; Nathan Hedges, Newark, N. J.; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Thos. Sherwin, Boston, Jacob Batchelder, Salem, Mass.; Geo. S. Boutwell, Groton, Mass.; John Kingsbury, Providence, R. I.; Geo. Allen, Jr. Boston; Chas. Hammond, Groton, Mass.; D. N. Camp, New Britain, Ct.; J. D. Philbrick, Boston; Joshua Bates, Boston; Anson Smyth, Columbus, O.; Alpheus Crosby, Salem, Mass.; Ebenezer Hervey, New Bedford, Mass.; B. G. Northrop, Framingham, Mass.; Geo. F. Phelps, New Haven, Ct.; John C. Pelton, San Francisco, Cal.; Henry E. Sawyer, Concord, N. H.; Wm. F. Phelps. Trenton, N. J.; J. Escobar, Mexico; E. P. Weston, Gorham, Me.; E. F. Strong, Bridgeport, Ct.; D. B. Hagar, Jamaica Plain, Mass.; Hiram Orcutt, West Brattleboro, Vt; B. B. Whittemore, Norwich, Ct.; Daniel Leach, Providence, R. I.; Sam'l B. Woolworth, Albany, N. Y.

Recording Secretary, Samuel W. Mason, Boston.

Corresponding Secretaries, B. W. Putnam, Boston; John Kneeland, Roxbury, Mass.

Treasurer, Wm. D. Ticknor, Boston.

Curators, Nathan Metcalf, Boston; Samuel Swan, Boston; J. E. Horr, Brookline, Mass.

Censors, Wm. T. Adams, Boston; James A. Page, Boston; C. Goodwin Clark, Boston.

Counsellors, Daniel Mansfield, Cambridge, Mass.; Charles Hutchins, Boston; J. W. Allen, Norwich, Ct.; Geo. N. Bigelow,

Framingham, Mass.; Richard, Edwards, Bloomington, Ill.; T. W. Valentine, Brooklyn, N. Y.; J. E. Littlefield. Bangor, Me.; Moses T. Brown, Toledo, O.; Henry T. Boltwood, Lawrence, Mass.; Joseph White, Williamstown, Mass.; Geo. T. Littlefield, Somerville, Mass.; Wm. E. Sheldon, West Newton, Mass.

D. N. Camp, in his lecture, spoke of the change and progress of man, under the influences of education. He alluded to the influences of the press in the work of education. The teacher, as the agent in the work of civilization, was his subject. He spoke of art, science and literature as the means to be used in the work of education. He sketched the line of teachers down from Adam, through Moses, Joshua, Abraham, the prophets, princes and priests, coming down to the time of Jesus and the apostles; and leaving sacred history he spoke of the teachers of Greece and Rome, including, orators, historians, philosophers, poets and artists; also of Arabia, Turkey, Spain, England, Ireland and our own country. Mr. Camp's lecture was a good one. He is a man with a heart as well as a head, and seems well fitted to hold the office which he fills, to wit, that of state superintendent of the schools of Connecticut, and principal of the state normal school at New Britain.

The exercises of the day were spirited and profitable, more so than on any former day of the session of the Institute.

EDITORIAL DEPARTMENT.

WHAT IS PROPER AND WHAT IS RIGHT?—We mean for contributors and editors of School Journals. What may they write and what may they publish, without the liability of being cashiered? We hold ourself responsible for all we do, or fail to do, affecting the interests of education in the State, both to our fellow teachers and to our honorable Board of Education. The *publishers of school books* may attack us, but we shall insist upon an honorable mode of warfare. Let them take the *open field.* Skirmishers are sometimes sent behind the hills, or into the woods, but we do not expect the *whole regiment* to skulk in the bushes! But to explain what we mean—some time since, one of our contributors sent us an article upon "Greenleaf's Arithmetics." For two reasons, we published it. 1st, The article was prepared by one of our regular contributors and we did not wish to reject it.

2d, We regard it entirely proper to discuss the merits of school books in school journals. And that we might not seem to be influenced by improper motives or unfriendly feelings, we opened correspondence with the author and publisher of these books, and offered beforehand, either to answer said article ourself, or allow them as much space as our correspondent had occupied, to reply. The next we hear from them on the subject, one of their agents slips into our pocket a carefully prepared and neatly printed circular, designed especially for Vermont teachers. One quarter of this sheet is devoted to the offensive article in general, and the VERMONT SCHOOL JOURNAL and its contributor, in particular. The writer of this criticism is concealed under the sounding title, "One of the MOST NOTED TEACHERS and MATHEMATICIANS in the State" of Vermont. Now, why does not the publisher with his correspondent come out and manfully meet the question? Why carry the "dark lantern," when there is so much pure sunlight? For ourself, we abominate this guerrilla mode of warfare.

This "noted" brother seems to be shocked by our presumption. "Many teachers," he says, "were astonished to see such an article in the SCHOOL JOURNAL." "It was hardly in good taste to introduce such matter into a teachers' journal. Discussions respecting principles and methods of teaching, or requisites of good text books, even, should find a place in its pages; but a direct personal attack, apparently designed to injure one author or publisher and benefit another, should be excluded." We deny that our correspondent designed his article as a "personal attack," or to injure one party and benefit another. He has no hostility to the one, nor interest to favor the other. He simply expressed his own views of those text books as adapted to our schools, expecting that some one would present the other side of the question. That *we* meant no such hostility, in publishing the article, may be seen in the fact that we have used Greenleaf's books for *twenty-five years*, and *use them still*, with one exception. We first introduced them into Vermont, and afterwards carried them to Eastern New York, where they are now extensively used. But we maintain the right and propriety of discussing in school journals the merits of school books, and will say plainly, if any series of books cannot stand the test of *open* criticism, let it fall. The particular interests of particular firms has nothing to do with the matter of selecting books for our schools. They must stand or fall by their own merits.

But our "astonished" brother thinks it in bad taste "to injure one author or publisher and benefit another." Yet, he is here allowing himself to be used as the "cat's paw" to take the hot

chestnuts from the stove; stands here *in the dark*, on picket duty, for one publisher against all others. We wonder if he gets his "bounty," as well as regular pay? He wonld not favor one author to the injury of another, but in this very article, makes an attack upon "Colburn's First Lessons," a book that is very hard to annihilate! Again, our friend assumes that such an article as appeared in the JOURNAL, "is not worthy of notice," and this consideration has deterred him from offering an answer in the JOURNAL! Yet, here he is, out with a whole page in fine print, both to answer and censure!!

Once more, our "noted mathematician" suggests that said article is a "covert attack upon the Board of Education that prescribed Greenleaf's series for the schools of this State.." It is enough to say on this point, that neither ourselves nor that Board have any such thought. We have no fault to find with what is here said in favor of Greenleaf's books, or against other books, but with the *manner* in which the attack is made. It is neither manly nor fair, to make this "*covert* attack" upon our journal or to take this way to meet the question. If the article is unworthy of notice, let it be passed over in profound silence. If it is to be met, meet it boldly in the open field. But really, we should like to know the name and place of residence of our brother who appears on this sheet; *if now one of our practical teachers?* we should be happy to receive contributions from him to the JOURNAL. Call, friend, at Glenwood, and we will give you a hearty greeting.

OUR JOURNAL THIS MONTH is almost wholly given up to our late educational conventions. Yet, we think our readers will approve our course. These articles will afford sufficient variety and if [the meetings were worth attending, this record of their proceedings will be of interest to those who could not attend. We are indebted to the Springfield Republican for the article on the American Institute of Instruction. *We* were obliged to cut out a few paragraphs on account of its length.

The following note sent from an absent teacher, but not received during the meeting at Windsor, will explain itself.

DEAR SIR:— I have just received your letter and I hasten to reply. You ask me to say what I will do to sustain the Journal. I answer, what I have done I will continue to do. Had I the funds at my disposal I would place the Journal, financially upon a basis as solid as the foundations of our own Green Mountains, but since this is impossible I will make my appeal to *every teacher in Vermont*, and, Sir, I shall not appeal in vain. Let me ask you to present this matter to them before the session closes and I am certain you will meet with a response from the *Lady* teachers especially, that will gladden your heart. If *their* approbation is emphatically and practically given as I believe it will be, the Vermont

School Journal is safe. I *know* whereof I affirm, when I say that there exists not in our noble Green Mountain State another body of men and women so true to every noble and generous impulse as the *Teachers of Vermont*, and while my life is spared it will ever be to me a source of proud satisfaction to be able to say, "I once belonged to that *noble Band.* Yours truly, C. A. C.

OUR BOOK TABLE.

THE NEW GYMNASTICS, for men, women and children; by *Dio Lewis, M. D.* Ticknor & Fields, Boston. The publication of this book will be hailed with joy and gratitude by all *live* teachers. The subject of Physical Education has of late received its due share of attention. The public mind is fully awake to its importance. It was only necessary to give this new interest a *practical* turn. This has been done effectually in Dr. Lewis' new School of Gymnastics in Boston, by the training of hundreds of teachers for our academies and seminaries. But all can not avail themselves of the advantages which that school affords. Now we have in this new book, a full explanation of Dr. Lewis' new System of Gymnastics, with numerous engravings and illustrations, so that any teacher can learn at home to conduct his class successfully. Enclose $1,25 to Dr. Dio Lewis, Boston, Mass., and the return mail will bring you a copy.

AN ENGLISH GRAMMAR; by *G. P. Quackenbos, A. M.* D. Appleton & Co., N. Y. This is a new book of 288 pages, written by one of our most gifted authors of school books. We may know to begin with that this is not a mere copy of some one or many of the four hundred other text books on the same subject. We should expect to find some peculiarities, if not improvements. And here we have them: "Definitions are approached by means of preliminary illustrations;" "Words are classified solely according to their *use* in the sentence;" "The rules of Syntax are introduced as they are needed;" "A simple method of analysis, not encumbered with technical terms, is presented;" the *neuter* gender is annihilated; the word *need* is introduced as an auxiliary of the present potential, &c. The work appears to be clear, accurate and comprehensive, and deserving of a good share of public favor.

THE NEW UNIVERSITY ALGEBRA: *A Theoretical and Practical Treatise, containing many new and original methods and applications for Colleges and High Schools.* Ivison, Phinney & Co., 48 and 50 Walker st., N. Y. This is a new and improved edition of a book whose forms and methods have long been familiar to the practical teacher. Its author is known as one of our most distinguished mathematicians and successful authors, and

this Algebra is one of the best of his books. We have used it in the school room, (the only proper way to test a school book,) and it works well.

THE BOY SOLDIER. Is the school boy to be trained in the art of war? Is military science to become a part of our school discipline? Then will this little book, or "Infantry Tactics for Schools," published by A. S. Barnes & Burr, N. Y., become a very popular and useful work. It is attractive in style and extensively illustrated by wood cuts.

The Atlantic Monthly for September is on our table. Contents —David Gaunt, Cerebral Dynamics, A New Sculptor, Plays and Play Acting, Off Shore, Life in the Open Air, Rifle Clubs, Two Summers, Mr. Axtell, Methods of Study in Natural History, Gabriel's Defeat, Bethel, The Horrors of San Domingo, A Complaint of Friends, The Life of Birds, The New Opposition Party.

The Continental Monthly for September contains many excellent articles; among them we will mention—Henry Thomas Buckle, The Molly O'Molly Papers (continued), American Student Life, John Neal, Author-Borrowing, Up and Act, The Negro in the Revolution, National Unity.

Godey's Lady's Book for September is beautifully embellished with engravings, and contains its usual variety of reading matter. Send for it to L. A. Godey, Philadelphia.

Harper's New Monthly, Sept. No., is on our table, with its "Iron-clad Vessels," "In the Buffalo Country," "A Partie Coree," "The Carte de Visite," "Benjamin Silliman," and numerous other articles of equal merit and full illustrations, as usual. Harper's New Monthly is always attractive.

OUR ACADEMIES.

SPRINGFIELD WESLEYAN SEMINARY AND FEMALE COLLEGIATE INSTITUTE is a well known and popular institution. Under the efficient management of its present Principal, REV. M. C. DEAN, with his able Board of Instructors, the school cannot fail to prosper. Fall term begins Sept. 4, 1862.

NORTHFIELD INSTITUTION opens its fall session Sept. 4, 1862, under the supervision of MR. AND MRS. GEO. P. BEARD, with a full board of competent and experienced teachers.

GREEN MOUNTAIN INSTITUTE.—We are happy to learn that our friend, MR. W. R. SHIPMAN, is still at the head of this institution. His ability as a man and efficiency as a teacher, render his services valuable to the cause of education.

CHESTER ACADEMY opened its fall term Aug. 27; E. W. WESTGATE, A. B., Principal; MISS. A. P. PIERCE, Preceptress, with two assistant teachers. We spent the first term of our academic life at this institution. It is pleasantly located, and we have no doubt is under good management.

THE
VERMONT SCHOOL JOURNAL.

Vol. IV. OCTOBER, 1862. No. X.

CLASSICAL STUDIES—THEIR RELATIONS TO COMMON SCHOOLS.

BY REV. C. E. FERRIN.

This subject is a very important one, since it involves the most vital forces of our educational system. It is worthy of a more thorough and of a broader discussion than I have the ability or the time now to give it. I cannot attempt more than a simple analysis of the subject, and a short discussion of its parts, which I hope will prepare the way for more thorough investigation, and impress upon us the need of giving it stronger and practical consideration.

In approaching the discussion of the relation of classical studies to common schools, the subject naturally divides itself into three parts. The first part is that which presents it in its more purely literary aspects. The relation of classical studies to *education* given in the common schools. The education of the mind is the end sought in the school. The school is only the instrument by which the education is secured. If the education could as well be secured without the school then the school would be useless, and dropped.

Many people have a very vague conception of what education truly is. Not a few teachers and lecturers have either misapprehended it, or wrongly defined it, or per haps, they have done both. Some have two closely confined their thought to the primitive meaning of the word

and have taken genuine education to be only the drawing out of the mental powers, and so have aimed to make the whole process a mental discipline alone. Others have taken it to be in a restricted sense the acquisition of knowledge, and these would make the process a gathering of facts, or principles. The one process will make a "mere scholar" too theoretical for usefulness and influence in the real work of life; the other would make a mere *thesaurus* to which others might go for supplies, but in himself there will be no organism, no vital strength throwing out its working and shaping forces.

The true idea may be found in a compounding of these two. The best education is made up of a choice selection of facts and principles, of whatever is to be learned, together with the mental strength that can use them, and constantly gather more for use as wanted. He who would ridicule that method of education which aims to accumulate knowledge, by likening it to filling a basket with chips, goes too far if he thus discourages the storing of the mind with facts, and the committing to memory of important principles, definitions, and rules. These, though very partially understood at the time they are learned, may become seeds of thought for practical use and for future discipline whose value cannot be estimated, and if wanting the material is not at hand either for present use or for future growth. So, on the other hand, he who, estimating the value of ones education by the amount he knows, aims only to encourage the gaining of knowledge, may produce an encyclopedia or a walking dictionary but not a well developed man.

During these thousands of years in which men have lived, a great many facts have occured, a great many truths have beome known, and many rules have been invented. More than any man can store up in memory and library. More than could be of advantage to him if he possessed them. Yet, there are many of these facts, truths, rinciples that have special and great worth—they have

been tried, and have stood the test of ages—and will ever stand among the things that are proved and precious.—These an educated man needs, and cannot do without. He who directs the education of others can best do it by leading to a judicious selection of these tested knowledges of the ages.

Then, the mental culture and discipline of which we hear so much, and whose eulogies are often nothing else than senseless ranting, and of a character very precisely like that which is ranted, I can conceive to be nothing else than the power to nicely discriminate between these true and tested knowledges which have appeared in the world, with the power to use them, and to evolve others which may also stand the test of trial.

From these remarks it will be seen that a true education is that which is produced by culling out of the stores of past ages that which has been proved and found valuable, and storing it up in the mind of the educated man. The education thus obtained consists of two parts, the things acquired, and the power to acquire and appreciate them. The things acquired may not be great in number or amount, but they are choice, selected and valuable. So the power to acquire may not be of that kind which is able to make the most rapid and abundant acquisitions, but that which can sift the chaff from the wheat, reject the one and garner up the other—that which can select, take full possession of, appropriate to itself, and organize into its own living substance and forces the richest material which the enlightened ages have produced.

If my view is thus far correct, the question suggests itself, where can these choice materials be found already best prepared to the student's hand, and, how can they be acquired? To me the answers to these questions are very evident, and I reply without hesitation. The best material for true education is found in the classics, and they are acquired by classical studies.

I would use the term classics in a sense somewhat ex-

tended, and including the three principal departments of our best courses of study, mathematics, philosophy and language.

The science of numbers, quantity and magnitude has been a favorite study in all ages of the world. It is continued with unabated zeal, and every year adds to the accumulated stores of knowledge in this department of study. No one man can acquire and master the whole. But the science, in its pure and selected elements, has been systematized and arranged into a compacted unity, the false and the superfluous part have been pruned away; so that any apt student can easily master the first principles of it, and become an accomplished mathematician. He needs not to read all that has been written, but only that which time and the ripest scholars have proved, and which has been found to form a part in the organized whole. To acquire these principles of the science, and gain the power which their discrimination, selection, and arrangement will give, is to become classically educated in mathematics. This is one of the rarest and most useful attainments of the school. No education is perfect without it, and with it no man can be weak or undisciplined for the practical work of life. He has material to use, and he has the power to use it in any emergency or for any purpose.

Nor is it necessary that the whole science should be mastered to the end; but it *is* essential that so far as one can go, he should be held to the close track, the rigid analysis, and the exact methods of scientific mathematical tudy. This will help to make the scholar a whole man, to far as he is a man at all. If his opportunities permit him to pursue the course but a little way, he may be only a small man but he will be a pure man—in the intellectual sense, a man of integrity.

The department of *philosophy* is nearest allied to that of mathematics. It also consists of facts, truths, principles, and their logical and natural order. But its truths

are less easily found, recognized, and stated; and their relations are with far more dificulty determined. These facts have made it more difficult to be a true philosopher, but the man who stands pre-eminent in this department has a greater power in the world, as he is, indeed, a greater man than the mere mathematician.—Aristotle, Plato, Bacon, Edwards, Kant, Hamilton, and Dr. James Marsh of Vermont, have, in the truths which they evolved and organized, left the seeds of thought and culture which will bring forth fruit to the end of time, and which no man of figures, diagrams, and formulas can hope to give. But the very difficulties that make success in this department so rare, the want of demonstrableness, and the difficulty of enunciating with entire perspicuity, the principles of intellectual philosophy, have encouraged a larger number of men to try their hand as the world's instructors in this department than in any other; and at the same time these difficulties have permitted more errors, and more trash, to gain currency for a while, than in any other department of learning. Thus the best minds read the announcement of a new work on philosophy with pleasure and also with distrust, especially if it propose anything new, or any overturning of that which is old. They may *desire* its sucess, but at the same time they must *doubt* it. And it is not often that the first reading, or even the first generation in which it appears, can settle the question of its value.

Hence it is evident that the new, and often popular treatises on intellectual philosophy, are very untrustworthy text-books for solid and valuable culture. We need the *classics* in this department, those works that have battled with the ages and have come through victorious. Those that successive generations have not been willing to let die. Those that have been beaten with stripes, and burned in the fire, and scattered to the winds, but have again come up from the ground, the ashes, and the winds, and stand before us as they were first produced, with

comments and explanations appended perhaps, but yet recognizable for their personality and vitality. Such works have the ring of the precious metals in them. Their first principles and definitions and rules are worthy to be stored in the memory, as the germs of the scholars' future progress and knowledge; and the effort required to commit them, and to master their meaning, to discriminate as to what that meaning is, and to sound its depth, is the very best means of giving to the intellect, sharpness, activity and strength.

The department of *language* differs from the other two, though in one aspect, it covers them. In the more restricted use of it, it is the study of the words of a language, and the method by which they are formed into sentences, and discourse, so as to express thought. To have thoughts, and to be able to express them well, is one of the highest aims of true scholarship. These two things are chiefly acquired by the study of language. When acquired in a large degree they give what is familiarly known as *culture.* The *thought* here spoken of is different from knowledge of facts, or of principles. It is not something stored up in the memory. It is not an accumulation. It is rather a power to bring forth. That which is brought forth may be derived from matter which has been received into the store-house of the memory, as germs of thought. But the mind of the man of true culture works these germs over into new beings, and produces them organized according to its own structure, vitalized from its own life, and traversed in every vein and artery with its own blood. The knowledge and the natural ability of a man of genuine culture may be only ordinary, and yet what he says or writes will be of the very finest quality, and always listened to with pleasure and profit. The ideas of such a man may not be so rare, or so valuable in themselves as to be peculiarly rich, but they are nicely and accurately and justly defined, and limited, so as to stand out clearly and individually. They

have the ring of true metal, and not the indistinct clank that leaves us in doubt of what metal they are, and what is their value. What a cultured man says is clean, and bears the plain stamp of its intrinsic worth; what that worth is, is at once seen, and at its full value is current any where.

The man without culture, may be of strong natural powers, and perhaps of fine grain, but he is rough like the uncut marble. The statue may be in it, but it is unseen, and unvalued. No one admires it, and worships before it. No one not an artist can so chip off what does not belong to it, as to leave the statue outstanding and perfect. The artist can, because his thought, his idea, his conception is clear and exact. Like the block of marble is the knowledge men have. It is good in itself, contains the idea, but only the cultured man can bring out the idea in perfection. We often hear one say, "I know but I cannot tell it, I have an idea, but I cannot express it." It would be truer to say, "I have something of the matter, but my knowledge is confused and not precisely compacted, and so I cannot tell it accurately. I have an idea but it is mixed with other ideas and I cannot clearly separate it, and therefore I know not the precise words that will convey it to you." Want of the culture I speak of is readily observed by such excuses. Who ever saw Everett, or Choate, or Philips or Geo. P. Marsh, stammering under the pressure of an idea thus struggling to deliver itself? Who that has listened to these men, has not at once wondered at the common-placeness of the matter of their thoughts, and been charmed at their vividness and beauty. Neither of these men are wonderful for strength and solidness of intellect, breadth of apprehension, and correctness of long reaching conclusions. They are not law givers like Moses, nor prophets like Isaiah, nor commanders like Hannibal, and Napoleon, nor statesmen like Calhoun and Webster—nor philosophers like Plato, nor divines like Edwards, but all they are is before

you, and all they have is usable. They charm the multitudes before whom they speak, and sway them as the forest is swayed by the south wind—to right itself naturally after the blow—no limbs torn assunder, and no roots upturned. That they are not great leaders is owing only to the lack of native strength; that they are noted above the half of men is owing to the fine culture they have attained, the polish and the shine in which they appear. And this culture is almost entirely classic culture in the department of language.

The language of a people is the store house of its thought. All that is ever known, or ever done, ever invented, or ever used, ever thought or ever tried by any people becomes stamped upon the words of a language, and wrought into its structure. In process of time that which is thus embalmed is subjected to the test and abrasion of the living forces of the world, and what is weak, or false, or corruptible, is dropped out, and that which is pure and sound endures. So as we trace the history of a language as it is used in successive ages, we learn the progress of thought and civilization, and that which lasts through succeeding ages, comes to us like the collected wisdom of the ages. So the older a language is, the longer it has been used by an enlightened people, the richer is it as a means of culture. For it contains the selected gems of thought from many generations.

The structure of language, its forms of expressing thought, are also changing, not only to express new ideas and new relations of ideas, but every educated man makes it a study to select the best forms which he finds in use, and also to invent new forms to better serve his purpose than any old ones he can find. These choice selected forms become more and more common, the new ones are tried, found wanting and cast aside, or they are found valuable and take their places as a permanent part of the language. Thus language is continually changing, when used by a thoughtful and inventive people, and, unless in

their decay or corruption is continually improving. Its vocabulary is larger, its idioms richer, and its structure purer and stronger.

Thus the student of language is introduced at once to the wisdom of past ages, its most approved thought, its finest rhetoric, and its strongest logic, its history, its sacred and public life, its discoveries, its religion and its philosophy. The careful study of the classics is thus a source of knowledge in itself. Acquaintance with the structure of a language disciplines the mind in the use of the best forms of speech to express and enforce thought. And the efforts to translate another language into our own gives exactness and force to the use of our native tongue, and at the same time greatly enlarges the students vocabulary of words, and his power to use words in the right place. In this way the study of the classics is one of the best methods of acquiring the choicest thoughts, and the best means of acquiring the power to discriminate, and the faculty to express them.

(*Concluded in next number.*)

THE BATTLE AUTUMN OF 1862.

The flags of war like storm-birds fly,
  The charging trumpets blow;
Yet rolls no thunder in the sky,
  No earthquake strives below.

And, calm and patient, Nature keeps
  Her ancient promise well,
Though o'er her bloom and greenness sweeps
  The battle's breath of hell.

And still she walks in golden hours
  Through harvest—happy farms,
And still she wears her fruits and flowers
  Like jewels on her arms.

What mean the gladness of the plain,
  This joy of eve and morn,
The mirth that shakes the beard of grain,
  And yellow locks of corn?

Ah! eyes may well be full of tears,
  And hearts with hate are hot;
But even-paced come round the years,
  And Nature changes not.

She meets with smiles our bitter grief,
  With songs our groans of pain;
She mocks with tint of flower and leaf
  The war-field's crimson stain.

Still, in the cannon's pause, we hear
  Her sweet thanksgiving-psalm;
Too near to God for doubt or fear,
  She shares the eternal calm.

She knows the seed lies safe below
  The fires that blast and burn;
For all the tears of blood we sow
  She waits the rich return.

She sees with clearer eye than ours
  The good of suffering born,—
The hearts that blossom like her flowers
  And ripen like her corn.

Oh, give to us, in times like these,
  The vision of her eyes;
And make her fields and fruited trees
  Our golden prophecies!

Oh, give to us her finer ear!
  Above this stormy din,
We, too, would hear the bells of cheer
  Ring peace and freedom in!—*Atlantic Monthly.*

ORAL INSTRUCTION.

"Oral instruction should be used far more extensively than at present. The teacher's eye, the teacher's voice, hold and sway the pupils precisely as the orator's eye and voice hold and sway his audience. Where the instructor meets the scholar's eye and talks to him, living power passes over to the child. But the book is dead; and deadest of all to children. A real teacher needs no book. A real teacher cares very little which geography or which arithmetic his class uses. Especially with the younger classes, the common method should be exactly reversed, and instead of getting their knowledge out of the book—or trying to—and being helped (perhaps) by the teacher, the children should receive their knowledge from the teacher, while the book should be entirely subordinate. Thus only can the teacher fulfill his office."

This extract contains much truth but is liable to impart error. Oral instruction is always better than written when the object in view is merely to impart information. The *living voice* is more impressive than the *dead book* and what is thus imparted is retained much longer. But the object to be gained by education, is not so much knowledge as discipline. Hence, oral instruction must not take the place of patient study, or class recitation. However "dead" the book, it contains living thoughts and immortal principles, and the scholar must search for them as for hidden treasure: for the *searching* gives discipline. To fix them more firmly in the mind and to gain the power of *expression*, the pupil must recite the lesson learned by earnest study. That teacher, therefore, who relies chiefly on oral instruction, as a means of education, robs his pupils of the greatest good. Let *study* and *recitation* do their

appropriate work, while the living voice is employed to impart instruction.

"A real teacher needs no book" in giving instruction; or if he uses one, he cares little what it is. He takes his class to the blackboard and leads them to search for principles—the *why* and the *wherefore* of every lesson, and leaves them to apply these principles to the subject before them. The *real* teacher gives no more instruction than is absolutely necessary to enable the class to go along understandingly and without discouragement.

But in one way, oral instruction may be an important means of *discipline* as well as of information. And it is believed that this idea has been too generally ignored by teachers in all our schools.

We instruct our pupils in mathematics, philosophy and language. Our object is to make them accurate thinkers, good reasoners and interesting writers and speakers. But how many teachers in Vermont have aimed to make their pupils good *hearers?* How large a number in our *educated* community are able to follow a public speaker, or appreciate his discourse? That number is comparatively small. And why? Simply because they have not been taught to *hear*. But is it not important that all should acquire this ability?

To this end, let the class be required to report every lesson of oral instruction; let them take notes after every lecture delivered in their hearing and give in their own language, a full synopsis of the argument and facts illustrating, and let this be made a prominent school exercise. And soon, the habit of fixed attention will be formed and the power to follow and understand a rapid speaker, will be acquired. Such an exercise costs much effort on the part of the pupil, and hence, is disciplinary and very useful.

O.

THE TELESCOPE.

The telescope may be likened to a wondrous cyclopean eye, endued with superhuman power, by which the astronomer extends the reach of his vision to the further heavens, and surveys galaxies and universes compared with which the solar system is but an atom floating in the air. The transit may be compared to the measuring rod which he lays from planet to planet, and from star to star, to ascertain and mark off the heavenly spaces, and transfer them to his note book; the clock is that marvelous apparatus by which he equalizes and divides into nicely measured parts a portion of that unconceived infinity of duration, without beginning and without end, in which all existence floats as on a shoreless and bottomless sea.

In the contrivance and execution of these instruments, the uttermost stretch of inventive skill and mechanical ingenuity has been put forth. To such perfection have they been carried, that a single second of magnitude or space, is rendered a distinctly visible and appreciable quantity. "The arc of a circle," says Sir John Herschell, "subtended by one second, is less than the 200,000th part of the radius, so that on a circle of six feet in diameter, it would occupy no greater linear extent than 1-5700 part of an inch, a quantity requiring a powerful microscope to be discerned at all." The largest body in our system, the sun, whose real diameter is 882,000 miles, subtends, at a distance of 95,000,000, but an angle of little more than 32; while so admirably are the best instruments constructed, that both in Europe and America a satellite of Neptune, an object of comparatively inconsiderable diameter, has been discovered at a distance of 2,850 millions of miles.—*Everett.*

WHAT SHALL BE DONE.

Teachers, did you never have some little, bright-eyed, modest, good hearted girl come quietly to your table some hot afternoon and in a subdued tone of voice, with a look of hope and doubt pictured on her face, ask, "May Jenny and I go out and study under the cherry tree? We will get good lessons and be sure to be in when the bell calls our class." Well, if so what did you do? Why you said yes, did you not? Sure you ought to have said so. Your better feelings said yes, and if you denied her request, it was because you hardened your heart. But when you let Jenny and Sarah go, did not half a dozen more come and make the same request—many who study very little anywhere; and when you refused them, the reply was, "you let Jenny and Sarah go, I should think we might go." This was the bringing up point. Now what did you do, or rather what shall be done, in such cases?—Doubtless you feel inclined to say to those who complain, "do as well as Jenny and Sarah, then you can have the same privileges." Perhaps you said, "that's my business I let those go out I have a mind to." We say *perhaps* we trust, however you do not often make such speeches. You may silence children, but to convince them of error, need a little argument. It is best to show a good and sufficient reason for all acts that may be construed into partiality. Let it be understood that privileges follow good acts and obedience, and restriction, disobedience and wrong acts, as surely and truly as night follows the day. We know of no better way to distribute rewards and punishments than this.

"But is it right to allow pupils to go out and study? Yes. If you can properly control and manage your school, you had better let them all study under the shade of some tree, or in the shade of the schoolhouse, rather

than keep them shut up in that old dingy, filthy, narrow contracted miserable old building, these hot days. You may do more. You can hear recitations out doors. We have often done this. How much interest can be infused into a school, by announcing that so long as we can have good order and perfect lessons, we will spend the time out doors. What scholar would not do his best under such circumstances. Try it, fellow teachers. You will find that children will love to come to school. They can then enjoy the cool shade and pure air, what God designed they should enjoy. Study becomes pleasant. Lessons are fifty per cent better. A happy feeling is general among all. You feel better yourself.

F. A. A.

PRACTICAL TEACHING.

NUMBER THREE.

In my last article, I spoke of a few errors in teaching reading, also suggested a few essentials in forming a good *mechanical* reader. I wish now to call attention to certain facts far more important, with the hope that I may be pardoned if I intrude upon ground occupied by the discussion at our State Association, and should chance to make some statements kindred to those presented in the very excellent and interesting lecture by Mr. Bingham.—My only excuse for so doing is the fact, that but a small portion of our teachers were so signally favored as myself, in hearing the truthful views there expressed.

There are in our schools a great number of pupils who are thoroughly versed in all the *rules* of reading, have been well and faithfully taught the *mere theory* as shown in our text-books; yet how *very* few are *truly* correct and fluent readers. Where lies the fault, is a question well worthy our consideration. I start with the broad assertion, that any child who possesses perfect organs of speech, and has ability to use them properly, can become a good reader. This will require however, very close and careful attention, skillful and thorough training, with constant and long-continued practice. A person may become a fine reader, as well as accurate mathematician, without a teacher, but none will deny that a competent instructor is an important, an invaluable aid. Very

much, therefore, depends upon the teacher, and a majority of the faults in our readers, may be justly attributed to him. In this, as in many other respects, "as is the teacher so will be the pupil."—Here too, is most forcibly manifested the truthfulness of the adage "like begets like." Hence, I maintain that a lack of interest on the part of the teacher, is the greatest hindrance in teaching reading successfully.

If the instructor appears before his class with his attention divided between the recitation, and other duties, such as solving problems, or preserving proper discipline in the school room;—himself uninterested, inattentive and careless—in vain will he look for that interest, zeal and enthusiasm in his class, so greatly needed; but if every other matter is laid aside, the school-room quiet, the teacher alive to his work, showing by every feature and action that the sentiments of the piece to be read are not only fully understood, but *actually felt*, portraying from the eye the spirit, the soul, and breathing from the lips the language, the very thoughts of the author, in such a manner, as to cause to pass before the mind, as reality, all the scenes and incidents narrated, the pupil will almost of necessity, catch the inspiration, will become imbued with the same feelings. Now ask the child to read the same passage, and he will do it in the same tones, with the same inflections, as the teacher. Thus, more true progress would be made in a single recitation, than by an entire term's drilling merely upon the rules and directions of the text-book. These are valuable in their proper place, but the fault is, we teach them in the wrong order. If we can only teach the sentiment and infuse the spirit of the author, in the manner stated, correct tones and inflections will naturally follow; for they are simply the outgrowth of the feelings and the emotions.

The only thing then, necessary after the pupil can pronounce the words, is to teach him to *feel* the subject *fully*, to grasp it, at sight, in all its force and effect. How can this best be done? Educators will of course differ, but the method which presents itself most forcibly to my mind is this. First impress upon the mind of he pupil the importance of becoming a good reader; teach him to regard it above all other acquirements, and to bend his best energies toward its acquisition; show forcibly and constantly what constitutes a perfect reader; then select pieces suited to the understanding of the scholar, amusing and interesting, as well as instructive in their character; explain the circumstances—if a matter of history, under which the words were written or spoken; if not within your knowledge of history, draw upon your imagination and thus you will both excite the interest, and strengthen the imagination of your pupil; this done, you may if you choose, read the selection before the class—and if you are yourself a correct reader, you have prepared your class for comparatively easy and rapid progress in the true direction. If you are deeply

interested yourself and succeed in interesting you class, the main part of the task is accomplished; the rest depends upon the judgment in selecting pieces and in conducting the recitations, so as to maintain proper interest in the work. I have thus very imperfectly presented a few of my own ideas, and the method which I have ever found successful,—in the hope that I may help arouse many of our teachers to a more earnest, active, and heartfelt devotion to this important part of their daily work. D. M. C.

CATCH THE SUNSHINE.

Catch the sunshine! though it flickers
  Through a dark and dismal cloud,
Though it falls so faint and feeble
  On a heart with sorrow bowed;
Catch it quickly! it is passing,
  Passing rapidly away;
It has only come to tell you
  There is yet a brighter day.

Catch the sunshine! though 'tis only
  One pale, flickering beam of light,
There is joy within its glimmering,
  Whispering 'tis not always night.
Don't be moping, sighing, weeping,
  Look up! look up like a man!
There's no time to grope in darkness,—
  Catch the sunshine when you can.

Catch the sunshine! though life's tempest
  May unfurl its chilling blast,
Catch the little hopeful straggler!
  Storms will not forever last.
Don't give up, and say "Forsaken!"
  Don't begin to say "I'm sad!"
Look! there comes a gleam of sunshine!
  Catch it! oh! it seems so glad!

Catch the sunshine! don't be grieving
  O'er that darksome billow there!
Life's a sea of stormy billows,
  We must meet them everywhere.
Pass right through them! do not tarry;
  Overcome the heaving tide;
There's a sparkling gleam of sunshine
  Waiting on the other side.

Catch the sunshine! catch it gladly!
  Messenger in Hope's employ,
Sent through clouds, through storms and billows,
  Bringing you a cup of joy.
Oh! then *don't* be sighing, weeping;
  Life, you know, is but a span,
There's no time to sigh and sorrow,—
  Catch the sunshine when you can.—*Home Monthly.*

AN ILLINOIS TEACHER, UPON SCHOOLS AND TEACHERS.

Before us is the report of the Commissioner of Public Schools for the County of Rock Island, Illinois. Embodying, as it does, the very excellent views of a practical teacher who has enjoyed an unusually successful experience, it possesses an interest for us rarely found in articles of the kind and furnishes suggestions that will be valuable to the teachers of Vermont, as well as those of Illinois.

The labors of a County Commissioner of Schools, when undertaken in the faithful spirit indicated by the report from which we make extracts, are by no means an unimportant element in the progress of education among the masses. The gentleman referred to reports that between the fourth of December and the twentieth of March he visited seventy-three schools, spending an average of a half day in each. Several were visited twice. His attention was "chiefly directed to the improvement of school houses and grounds; the adoption of a uniform series of text-books; the purchase of school apparatus; the correction of errors in teaching; raising the grade of teachers; awakening an interest in schools among the people; and to correcting such abuses and violations of the school-law as come under his jurisdiction."

The subjects of "school houses and grounds" and "uni-

formity of text-books have, heretofore, been pretty thoroughly discussed in our state, and the result has shown a marked improvement in both the external appearance and the efficiency of the schools. We therefore, omit that portion of the report, although it furnishes some statistics of the actual condition of the country schools in a prominent region of the north-west, that might be new to the most of our readers.

Passing to the next subject, "errors in teaching," we find many hints of universal application, too valuable to pass by. The writer includes under this head all "errors in heating and ventilating rooms; in the adaptation and arrangement of furniture; in discipline and instruction; in the neglect of professional reading; and in classification." After a general discussion of these points he proceeds with the application of his views to the individual case. We call the particular attention of teachers to the following extracts, which contain hints of the most important character, bearing practically upon the interests of every school room in the land.

VENTILATION.

The complacent indifference of teachers, parents and directors, to the subject of ventilation, is at once, the most shocking and the most barbarous evil of our schools.—Ventilation is the exception, not the rule. It is the *common custom* to keep pupils breathing the same air, unchanged and unrenewed, during each half day's session. "Fifty scholars will use and poison every particle of pure air in a room 30 feet square and 9 feet high in 40 minutes," says Mr. Bateman. What then shall be said of those schools where the mercury stands at 80 degrees mid winter in the coldest place in the room; where the poisonous and vapory exhalations from the body and lungs load the rarefied atmosphere and are condensed into rivulets upon the windows; and where a red hot stove is exhausting all the oxygen, while every avenue of supply is religious-

ly cut off? Most of the rooms are over-heated; some ranging as high as 90° Fahrenheit. Sixty degrees should be the *minimum* and 70° the *maximum.*

COMFORT AND CLEANLINESS.

Discipline and intellectual culture can only be successfully attained, by a strict regard to the personal comfort of the pupils; and it may be safely asserted that three-fourths of all the listlessness, idleness, confusion, and mischief of the school room, is directly attributable to the positive discomforts to which pupils are subjected, through gross ignorance, or carelessness on the part of the teacher, of the simplest and plainest laws of health. In one of the schools visited, not one scholar (there were 25 of them) all being seated on the lowest benches, could touch his feet to the floor. O, the aching limbs, the weary bodies, the compressed lungs, and the dizzy efforts of those little brains! Was it not a shame? Yet the gentleman who taught that school, could, by the active use of a saw and chissel for a single hour, have transformed his room into a model of comfort. He could have sawed off the legs of the benches; and cut away the support of the upper windows, so as to lower them at will; thus bringing the feet of his little disciples upon the floor, and their heads into pure air. Another school room, presided over by a gentleman, who, in his early days was a graduated physician, was filthier than a bar-room. There were coal ashes, cynders, refuse food, kindling wood, coal, coats, hats, shawls, bonnets, dinner baskets, books, slates, and all the paraphernalia of thirty five scholars scattered about the floor and desks; half a dozen lar ge boys were spitting liquid tobacco upon the floor and stove, *with the teacher, who was setting the example for them,* and there was a thick coating of dust upon all the furniture. The visit was terminated only after the mercury indicated 78° and the atmosphere became so enervating as to render longer stay unendurable. The first duty of the teacher should be to make his

scholars comfortable. In order to do this, he should be provided with some reliable test instruments. He should have a hygrometer and a thermometer, and some simple test, as a vessel of strong lime water, to detect the presence of carbonic acid. After these prime elements of comfort, heat and moisture, have been harmoniously adjusted, and the best possible ventilation secured, discipline is an easy matter. Let the well splintered rods carelessly thrust away or ingeniously concealed, attest how little these things are attended to; and the frequent crack of the strap over the shoulders of the little ones, prove the impossibility of inhaling carbonic acid without a struggle. There are school houses in this, as well as in all other counties of this state, filled with stifled atmosphere more dangerous than that of the poison valley of Java—more dangerous, because not immediately fatal in its effects. Children do not fall dead in it at once, but go into any grave yard, and you will find skeletons bleaching that would have borne the weight of many fruitful years but for poison valleys into which they were plunged in youth, and the poor dust of those whose limbs tottered under them, when the sun of life was just reaching its midday glory, and the night was yet far off. Is that a good teacher who sends a lad home at night with his limbs half paralized by hanging them over the edge of a bench too high for him, and his shoulders stooped for the weary load of early consumption? Is that a good teacher who keeps his scholars so oppressed with artificial heat, that they are feverish throughout a whole term? No. He only is worthy the name of teacher, who fully understands the relations of matter and its properties to life, and the harmonious proportions in which it is mingled and adapted to the perpetuation of life.

We do not divert men from error merely by contradicting their foolish words, but by dissolving out of them the spirit of their errors.

EDITORIAL DEPARTMENT.

THE SELF-REPORTING SYSTEM.

Let it be remembered in the discussion of this subject, that one grand object of education is to secure the habit of *self-government.*

There must be in every school, a governing power based upon authority and vested in one person, the master. That power must be absolute to direct and control in all matters effecting the interest of the school. But that school government which reduces everything to *mere submission* to the governing power, is essentially defective. While the teacher retains the right and ability to control his pupils, he should so manage as to cultivate in them the habit of self-control. That habit once formed, and the great object of government is accomplished.

Now, we maintain that the *self-reporting system* tends to this result. By a well known law in the physical, mental and moral world, any power is strengthened by *use* aud weakened by *disuse*, That body which has had the most systematic gymnastic training, is the most vigorous; that mind, or faculty of mind, which has been the most exercised by vigorous thinking has the most power; and the moral nature of every moral being is developed and strengthened only by *use*. And it is equally true that self-respect self-confidence and self-control, qualities so essential in the character of every citizen under a free government, cannot be secured by mere submission to arbitary power. The self-reporting system throws the pupil upon his own responsibility, appeals to his sense of *right* and sense of *honor*, leads to self-examination and thus forms the habit of self-government. This system is *confidential.* Would the teacher make his pupils *deceptive*? Let him distrust them, let him appoint over them monitors, or watch them with a suspicious eye, and his work is accomplished. On the other hand, would he cultivate in them a conscientious regard for truth and duty? Let him confide in them and rely upon them not only for praise-worthy deportment, but to report and correct their own misconduct. Such confidence is very seldom abused; the want of it, often works endless evil in school.

The real question is, shall the teacher take all the responsibility of his pupils' conduct upon himself, or leave it where it properly belongs, upon the honor, judgment and conscience of the pupils?

If *he* take the responsibility, the pupils have only to avoid detection to clear themselves; if it rests upon them, they learn to test their conduct at a higher tribunal than the authority of a *master*. They learn to act the part of *men, citizens, immortal beings.*

Again, the self-reporting syetem secures the best order, with the least punishment.

And this is not a mere matter of theory with us. We have subjectcd the two systems to a long and faithful trial and have no hesitation in pronouncing the verdict we do. We have found that pupils are more conscientious, careful and faithful where their conduct is judged by *their own* sense of right; they are much less liable to violate the rules of school when they know they must each day, give account of themselves to their teacher. And we have found in our experience, that the necessity of severe individual punishment has diminished just in proportion to the rigidness with which the self-reporting system has been enforced. Let those opposed to the above suggestions, give their reasons.

A TIMELY CONFESSION.

September 1862.

EDITOR OF SCHOOL JOURNAL:—

I have been Superintendent of the common schools in this town during nearly three years; all of this time I have never subscribed for the Vermont School Journal myself, (although through the kindness of a dear friend I have been permited to read it), or made very much of an effort to induce others to do so.

Now, dear sir, the above is my confession (rather too bad to have to make it) and if you will not tell your wife of it—for if wives are *maximus in minimis* they cannot keep *arcana*—I will make the following promise:—If I remain in town during the remainder of the present school year, as I doubtless shall, I will subscribe for the School Journal myself and make all reasonable efforts to procure the subscriptions of all the teachers in town and all others that I can.

Truly Yours. G. F. S.

P. S. Perhaps there are other Superintendents in the State who would subscribe to the above, even though they may have less to confess.

QUERIES.—A subscriber requests us to answer the following questions:

1st. Ought we ever, in writing to a married lady, to use the husband's given name preceeded by Mrs?

2d. Ought the name of the town in which we reside, or our post-office address, (when they are different,) to be placed before the date of our letters?

3d. What is the correct orthography of that part of ground wheat called *kernel*, and why is it so called?

To the first, we will answer. As a man and his wife are *one*, it is proper to call her by *his* name. If it is proper to write *Mr.* John Smith, we do not see any impropriety in writing *Mrs.* John Smith. But all such titles are very *improperly* used by common consent. *Mr.* means *Master* and is properly used as a prefix to the name of a graduate of the Second Degree from some respectable College.

Rev. should be prefixed to the names of such clergymen only as have been *ordained*. We once knew a man who on receiving a letter through the post-office, with the affix *Esqr.*, took his horse from the pasture and rode four miles, to the village, to enquire if he had been appointed Justice of the Peace.

The second question is answered in a few words. If we expect replies to our letters, as a matter of course, we must give our correspondent the correct post-office address and it is much more natural to write it with the *date*, unless we wish also, for some reason, to make known our place of residence. In this case, special directions as to post-office address, should be given at the close of the letter.

The word "*kernel*" seems to be nearly related to the saxon word *cyrnel*, (a little corn or nut), the French word *cerneau*, (kernel of green walnut), the Latin *cor* and the Greek *ker*, meaning heart. We regard the orthography here given as correct and presume it is so called because it means the *core* or *heart* of the seed.

A Liberal Offer.—To every person who will send us the names of *six new subscribers* to the Vermont School Journal with $3, we will send the seventh volume *free*, and every *seventh* volume for a larger number. For *three* new subscribers and $1,50 we will send volume III of the Journal *free*, or a copy of Gleanings from School Life Experience. With the low price at which the Journal is offered, may we not depend upon earnest efforts on the part of our friends to increase our subscriptions. Now is the time to settle the question whether the Journal shall survive the war. Shall

it live, or will the friends of our cause incur the *disgrace* of letting it die?

A Boarding School for Boys—for Sale.—This school is pleasantly and favorably located; the building is in excellent repair and convenient for the accommodation of a family and *ten* boarders; it has a pleasant school-room well furnished and sufficiently large to accommodate *forty* pupils. This property will be sold, in part on time, and at a reasonable price. For particulars enquire at this office.

Town & Holbrook's Progressive Series.—We call attention to this series of Text Books as advertised in our Journal. These are books of rare merit; books that will bear examination and have stood the test of the *school-room.* They are in use already in more than *two-thirds* of all New England schools and seem to be finding their way into the other third. When a change shall be desirable in Vermont, (where these books are not already used), we recommend the introduction of Town & Holbrook's series.

OUR BOOK TABLE.

The Graded School; By Wm. H. Wells, A. M., Supt. Public Schools, Chicago; A. S. Barnes & Burr, New York.

This is a book of 200 pages by one of the wisest and most gifted educators in our country, and upon a subject the most important to the interest of our schools. The *Graded* is the only true system, and if this book, as it claims, presents a Graded Course of Study combining the best elements of the different systems adopted in Chicago, Boston, New York, Philadelphia, Cincinati, and St. Louis, it is truly valuable. Every Teacher and school officer should own a copy.

The Atlantic Monthly.—October No. is on our table as fresh and inviting as ever. Contents, Autumnal Fruit; David Gaunt; Euphorion; House Building; Mr. Axtell; Leamington Spa; Sanitary condition of the Army; An Arab Welcome: Elizabeth Sara Sheppard; Resources of the South; The Battle Autumn of 1862.

Send $2,50 to this office and we will forward a copy of the *Atlantic* and *Vermont School Journal* to any address for one year.

The American Journal of Science and Arts.—This valuable Journal is published the first of every second month, at New Haven, Ct., by Professors B. (and B. jr.,) Silliman and James D. Dana, in connection with Professors Gray, Agassiz and Gibbs. Price $5 per year.

HARPERS NEW MONTHLY for October is received. The contributors for the present number are *Robert E. Coleman, Geo. W. Curtis, Marian C. Evans, James G. Fuller, Alfred H. Guernsey, Alice B. Haven, J. T. Headly, Benson J. Lossing, D. M. Mulock, Kate J. Neely, H. E. Prescott, Samuel T. Prince, Anthony Trollope.*

We will furnish this Magazine and the Vermont School Journal one year, for $2,50.

THE CONTINENTAL MONTHLY is one of the best of its kind. Price $3 per year, postage prepaid, or cheaper to clubs. Address J. R. Gilmore, 532 Broadway New York.

GODEY'S LADY'S BOOK for October is a "rare and rich number, both in illustrations and reading matter." Address *Louis A. Godey*, Philadelphia.

ARTHUR'S HOME MAGAZINE for October is elegantly embellished and attractive every way. For $2,50, we will furnish it one year with a copy of the Vermont Journal.

PETERSON'S LADIES NATIONAL MAGAZINE has come with its usual variety and attractiveness. Only $2 a year. Send for it to C. J. Peterson, Philadelphia.

VERMONT QUARTERLY GAZETTEER No. IV., is on our table. It is a historical Magazine, embracing a digest of the history of each town, civil, educational, religious, geological and literary. Edited by Miss *Abby Maria Hemenway*, Ludlow. This number embraces a part of Caledonia county, and is embellished by a fine engraving of ex Governor Fairbanks. Miss Hemenway deserves a liberal patronage for the valuable service she is rendering Vermont.

THE HOME MONTHLY is devoted to home education, literature and religion. It is always interesting and safe for family reading.

THE NEW ENGLANDER is published in the months of January, April, July and October, by Wm. L. Kingsley, New Haven, Ct. This is a valuable Quarterly and deserves a liberal patronage.

T. B. PETERSON & BROTHERS, Philadelphia, have published Geo. Francis Train's "Down Fall of England," and Archbishop Hughes "Civil War in America." Complete in one volume. Price 10 cents.

PATRIOTIC SONG BOOK.—A superior collection of choice tunes and Hymns, written and composed for the times. Sold at $8 per hundred, by Horace Waters, 481 Broadway, New York.

CHOICE NEW MUSIC.—"We are coming Father Abraham six hundred thousaud more;" "I hear sweet voices singing," "Rally round your flag boys." Published by Horace Waters 481 Broadway, New York.

THE MAINE TEACHER has not been received at this office for several months. We fear some evil has befallen this excellent Journal. Has it gone to the war? It had better stay at home *to defend the State.*

THE
VERMONT SCHOOL JOURNAL.

Vol. IV. NOVEMBER. 1862. No. XI.

CLASSICAL STUDIES.—THEIR RELATIONS TO COMMON SCHOOLS.

BY REV. C. E. FERRIS.

Concluded.

The second part into which the subject given me naturally divides itself, is its *practical aspects for our Teachers.* From what has been said, will be seen the general estimation in which I hold classic culture. Holding this high view of it in mind, every scholar and still more every teacher will make it a constant endeavor to realize its advantages.

But it is not practicable to insist that every teacher in the common schools shall be classically educated, much less that every scholar in these schools shall study the ancient classics. Nor is this essential in order that all may derive advantages from classical study. Culture is transmitted from teacher to pupil, as qualities of blood from parent to child. The child takes the blood one degree further removed from the old stock, yet it will be none the less genuine, and in some cases scarcely less pure. The teacher, if his culture be pure, cannot fail to impress it on his pupils. His words, his sentences, his tones will show it. So also will his logic and rhetoric, and his opinions and his philosophy and politics and religion are very likely to be toned, and his expression of them modified by his culture.

The practical question often arises, as to how far the

teacher and the guardians of our schools should encourage pupils to study the classics. In the departments of mathematics and philosophy the question does not admit of much difference of opinion; the pupil needs to be put on the genuine classic track at the outset, and, so far as he goes in elementary study, he should be held to that track, from Numeration upwards. Mathematical text books should be adopted with chief reference to their scientific, selected, classical character, as fitted to carry the pupil upward, along the regular ascending scale of pure mathematics. I have little confidence in the text books that are prepared to simplify and make easy and attractive these studies. Yea, if I told the whole truth, I should say I loathe and despise them. The most healthy attraction is the pleasure derived from apprehending a truth, or solving a problem. The profit to be acquired is mainly derived from the strength gained by exertion. Anything that demands less strength, diminishes the profits. Besides, the rapid advance claimed from the use of simplified books, is commonly only advance in the book, not in science. Two lads may stand before a platform two feet in perpendicular height, the one chooses to ascend it by walking an inclined plane of 20 feet, the other by a vigorous effort, stands upon it with one leap, and finds himself all the more elastic and strong for the effort; but the other may boast that he has climbed ten times as far.

So in philosophy, the best text books are not the simplest and the easiest, but the soundest, and those which give the definitions and principles in the fewest and at the same time clearest words. We are more likely to find these desiderata in the old authors than in the new, or in the old authors edited by those who have studied them thoroughly with the aid of others.

The study of languages involves other principles, and should be recommended by other considerations, except so far as our own tongue is studied as a classic. Modern

languages are studied partly for use and partly for discipline. So far as they are needed for the practical purposes of life, these purposes may properly determine who shall study them. The modern languages may be studied by those who need to use them. But the dead languages are chiefly studied as a means of culture and discipline. Sometimes modern languages are studied for the same purpose. But to make a foreign language, whether a dead language or a spoken one, useful for discipline, it must be pursued so far as to gain a critical knowledge of it, of its philosophical structure, and its nicer idioms. This cannot be done by ordinary scholars in less than several years of study. So as a general thing, all study that is pursued for a less time than this is time wholly or partly wasted. At least such time can be better employed upon the study of one's native tongue, or of sciences written in it. As a general thing I would discourage the study of the dead languages, unless they are to be pursued as far as is usually done in our highest colleges. The same advice would I give in reference to the study of French, Spanish, Italian, or German languages, unless for a person who seeks the advantage a limited knowledge of these would give in the study of the professions, as in medicine or law, wherein foreign terms often occur. The smattering of ancient or modern languages which the common schools or academies often give, because to study them is popular, or will add to the teacher's profits, is usually a mere waste of time. The profit does not come till after a course of protracted and severe study. A critical study of some of the standard, or, if you please so to call it, classical literature of our own language, would more increase the knowledge of the student, and be more productive of valuable culture.

The third part of my subject may be called the legal aspect of it, or how should our educational statutes regard the relation of classical studies to the common schools?

From the view I have taken, it will be seen that the relation between the higher and the lower culture is very intimate. All solid education, and all genuine culture must be derived, directly or indirectly, from classical study. The relation is very much like that of the spring to the broad rivers and the ocean. The one cannot exist without the other. There is a perpetual current that runs the circuit of them all. Stop this circuit and all would cease to exist, or become stagnant or corrupt. Stop the springs and the rills that run from them, and the rivers and the ocean would become dry. Annihilate the ocean, and all the broad expanse of waters, and there could be no evaporation to form the clouds, no clouds to drop rain to fill the springs, and the fountains would cease to bubble up their clear and liquid streams. So if we should shut up all our common schools, the scholars would not be found to fill our colleges. At most we should be reduced to a few classical schools, and the students in these would become as in the middle ages, a body of recluses, with little intercourse among the people, influencing them only through their fears and superstitions, and having no elevating power over the masses. Shut up all our colleges, and no pure culture and sound education will descend to the academies and through them to the common schools and families of the land. Thus culture would be lost, scholarly ambition would die out, sound literature would find a hiding place in old musty libraries, useful and elevating teachers would not be raised up, and the school houses would close one after another, and ignorance would overshadow the land, with all its perilous train. To maintain the common schools, and popular intelligence, colleges and classical education are a *necessity*. If the State would take a broad view, and a generous course of action it would encourage equally, by its oversight, and by liberal support in funds, three grades: common schools, academies and collegs. For each of these the plan of the early Fathers of Vermont provided.

Subsequent legislation and the funds of the State have done little except for the common school. But the State owes a debt of deep and lasting gratitude to those noble and generous citizens who have, out of their private beneficence and personal interest, supplied its lack of care for the academies and colleges, from which comes the vital and elevating influences, which prevent the common schools from languishment and death.

THE STUDY OF LATIN IN COMMON SCHOOLS.

It is very generally believed that no place should be given to the classics in common schools. It is said there is no time for them, and that a mere smattering such as can be got in six or nine months, is of no real value. Admitting that only six or nine months time can be given them, we propose a few suggestions in favor of introducing, at least, the study of the Latin language.

The objection lies against a wrong idea of the purpose of education, and against imperfect teaching of the language. If it is the only purpose of the common school to teach how to read, write, and cipher, with perhaps a little history and geography, and to store the mind with a few facts in addition, that is one thing. If it is the purpose besides this to awaken the mind, to rouse a spirit of thoughtful inquiry, to give a careful knowledge and practice in the use of English words, and to secure just habits of thinking, that the scholar may go forth with something of genuine character, as well as the mere ability to do certain things and repeat certain lessons from memory, that is quite another thing, and will justify the study of the classics or of anything else that shall produce such an effect. If teachers are not competent to give thorough instruction in the classics, as few now are, the demand will create a supply. The college must

furnish them to the academy, and the academy to the common school. And here it is not *quantity* but *quality* that is needed. The teacher that has studied rightly, and read in the right manner but ten pages of Latin, should be able to teach those ten pages in the right way. The old method of skimming over volumes and then if ever going back to look up carefully and critically all the particulars, is going by. True instruction in Latin, is not to hear the the scholar decline "hic," or "amo," or repeat rules from memory, as some of us old teachers did in our boyhood, sadly enough, but from the first, the lesson in Latin is a lesson of Etymology, English as much as Latin, a lesson of history or morals;—a means of awakening a true lively interest in study. A half hour may often be spent on a single word, or a brief sentence with the greatest profit, and important facts and principles lodged in a young mind that shall never be forgotten—vistas of thought thrown open never more to be closed up. In all this the practical teacher will of course adapt his language and illustration to the capacity of the scholar, and will carry out the details accordingly. But no scholar old enough to begin Latin at all, is incapable of some degree of general interest in the subject, if the teacher have the skill to call it forth. We would not, however, set those who cannot pursue the study beyond the common school, to studying Latin, till they are from twelve to fifteen years of age, so making it one of the higher studies in the proper sense of the word. It would then hold much the same place that grammar does, and would be the best sort of grammar, the best means of acquiring a true knowledge of the principles of grammar, English no less than Latin.

Let us take a few words to show in part the method—in part, because the limits of this paper will not allow an exhaustive treatment of even a few words. Take the phase "jura legesque," "jura" from "jus," root "jur," the "r" dropped before the nominative termination "s," as in the Greek language. Let us look at two points only, the meaning of the word and its English derivations. It means constitutional law or right—law as embodied in the forms of the state, a national government—as opposed on the one hand to "Fas," natural right, natural justice, independent of mere power of law or constitution, as an inherent principle in human nature—a witness therefor to the original integrity of our moral nature; and on the

other hand, to "Lex," a legal enactment, made according to the constitution, or the will of the ruling power. Here opens an opportunity for quite a lesson on morals and the nature of government.

By the addition of the letter "o" to the root we have "Juro," which means etymologically—I take an oath to promote the laws of the land, in the interest of the constitutional order of society—the only kind of oath ever admissible. Etymology is eminently *moral* in its teaching. Again "Judex," English, "Judge," the compound of "jus" and "dico" means one who speaks the law, administers law. Now from "jus," and these two Latin derivatives, we have not less than one hundred and fifty English words including in their combinations with the various prefixes, as ab, ad, con, in, and others. Now shall we have an accurate, truthful conception of the full meaning of these words, without a knowledge of the root? Otherwise they will be more or less forms, mere sounds void of real content, labels tacked on to certain things, rather than expressive to our minds of the things themselves. We can never use language with real force, unless our words are full of content for our own minds. Hence no study compares with this thorough mastery of the words we employ, as a means of securing a hearty English style.

We shall pass over the other word more briefly.—"Leges," root "leg," from the verb "lego" by the addition of the noun ending "s," made "lex." This word has a historical value. It carries us back beyond the time of printing and published forms of laws, to a period when a law, as a special enactment of the governing power was read or stated to the popular assembly. This law was some particular act the ruling power had *chosen* for the people. A large number of derivatives from this word will at once present themselves "Que," "legesque," why "que," rather than "et?" Because of the intimate logical connection between the laws and the constitution in accordance with which they are made. No Latin writer would say "Leges juraque;" that would be bad logic. To use the conjunction "et" would put them on a level as coordinate, and might in some cases be allowable, but the natural order is the one first given.

We will cite but two other words, as significant of the moral sentiments of the Romans, better than volumes to one who would understand the moral basis of Roman life;

"Virtus" and "Mores." "Virtus," virtue, or, more truly, manliness. This was the Roman conception of virtue, simply what belonged to a man as such, never rising to the Christian conception of man as responsible to God. We have a feeling of the inadequacy of the word virtue to express the highest conception of worth, and in the better moral moods of society, it is little used. Of a similar sense is the word "mores" from "mos," a custom. The Roman notion of morals, of moral character, was then only conformity to the customs of men of note, to good usage so to speak. These two words then open to us an interior view of Roman life and character. These specimens will show in some degree, at least, the value and the use that may be made of Latin in the hands of a good teacher, even in the common school. N. G. C.

THE SOLDIER TO HIS CHILDREN.

Written in camp, after a battle, by a soldier to his children at home.

Darlings, I am weary pining:
  Shadows fall across my way;
I can hardly see the lining
Of the cloud—the silver lining,
  Turning darkness into day.

I am weary of the sighing,
  Moaning, wailing through the air;
Breaking hearts, in anguish crying
For the lost ones—for the dying;
  Sobbing anguish of despair.

I am weary of the fighting;
  Brothers red with brothers' gore.
Only that the *wrong* we're fighting—
Truth and *Honor's* battle fighting—
  I would draw my sword no more.

I am pining, dearest, pining
  For your kisses on my cheek;
For your dear arms round me twining;
For your soft eyes on me shining;
  For your loved words, darlings—speak!

Tell me, in your earnest prattle,
  Of the olive branch and dove;
Call me from the cannon's rattle;
Take my thoughts away from battle;
  Fold me in your dearest love.

Darlings, I am weary pining;
  Shadows fall across my way;
I can hardly see the lining
Of the cloud—the silver lining,
  Turning darkness into day.—*Boston Transcript.*

THE RELATIONS OF SCHOOLS AND TEACHERS TO EACH OTHER.

"Subscribe for the 'School Journal?' Why, really, I don't know as I care to take it. It is intended chiefly for the promotion of the interests of Common Schools, I believe; *I* am teaching in an Academy; I shall not need the 'Journal,' I thank you!"

"Ah! the 'School Journal!' Yes, the Principal of my school sent me a few copies, but they did not particularly interest me. I prefer something of a higher literary merit, like the Atlantic Monthly."

"Of course, your 'Journal' must be well suited to young teachers in country schools, but *I* have had experience in a higher grade of schools; I do not think it will be of any service to *me!*"

"Really now, I think we should not be very much interested in the 'School Journal' at our Seminary.

It's a different sort of thing, you know, a Seminary from a Public School. No; *I* do not care to subscribe for it. The teachers of the Public Schools ought to read such a journal; we see how much *they* need it!"

"Write for the 'School Journal?' What in the world can *I* say to common school teachers? I, who never was in a common school in my life? I can't think of anything

so humdrum, Mr. Editor, and my ambition does not rouse as I picture my pen illumining the pages of an Educational Journal. There are scribblers enough who are always glad to preserve their moss-grown, worn-out ideas within the pages of some fossilized magazine, but *my* pen does not crave such distinction!"

And so on, to the end of the chapter that illustrates the forms of excuses met as we solicit subscriptions and contributions to the 'Journal.'

All will recognize this spirit, this want of sympathy in the public school by one class of teachers and a consequent want of interest in the higher institution by the other.

But any teacher may, in one moment, see whence one of the greatest hindrances of his work arises; from this separation of relations which ought to be held as indivisible. Every school is dependent upon some other school. The standard of every teacher is influenced by the standard and efforts of some previous teacher of his present pupils, so that if he have the charge of thirty scholars, he is probably disturbed from the even tenor of *his* way, by the teaching of at least fifteen pedagogues, from whose influences his charge has been gathered.

The common school sends candidates forth to knock at the doors of the Seminary and College; and these, filled up from the ranks of the former, are therefore the *same class of material* as the District School, and in proportion as the teacher of the preparatory school has been a faithful and skilful teacher, will be the advance of the class in the higher department. There must, therefore, be sympathy of interests between the classes of teachers. He of the common school must *feel* that the highest educational interests rest with him, as much as with the Principal of a College. It is far more amiss to fail in the common school course of study, and send out into the world, or into our higher schools, bad readers and spellers, false principles of grammar and incorrect habits of study, than to turn out a half-formed, superficial scholar with a Diploma and College Degree.

But the teacher of the primary school should be recognized by the fraternity in advanced departments for whom he works, as a fellow worker. There should be in the latter, for this reason, a better understanding of the common school, so that by *knowing the school* they may be able to *help the scholar.*

It would benefit our whole school system vastly, if all the teachers, in the little school—houses up and down in the land, would remember they are working for other schools and other teachers, either for good or ill, as some previous ones have wrought for themselves wisely or unwisely, as the case may be.

There is no way to establish this community of interests and the reciprocal relations between teachers of all grades, without the medium of a School Journal, whose pages are open to all, and which sets forth the interests of *all* schools as *one interest.* An enlightened messenger, circulating through all ranks in society, it should open the eyes of all teachers to the wants of the profession and the needs of the people, also teaching the mass of the people to understand their schools and the efforts and needs of their servants, the instructors of the same; bringing *all* teachers and all classes of the community into sympathy of feeling and concert of action.

Let us hope such may be the influence of our own "Journal" that we shall soon cease to hear in our beloved state, self-gratulatory speeches from one class of schools and invidious comments from the other, and to see any separation of interests, any *secession* of one class from the established union of hearts and hands in this great work!

DOT.

A GOOD RULE AND OLD.—Avoid all high flown language. The plainest Anglo-Saxon words are the best. Never use stilts when legs will do as well.

SCHOOL HOUSES.

NUMBER VI. THEIR FURNISHING.

We come now to notice *another* important item in the furnishing of our school-houses.

The requisite here referred to relates to such provisions as may be *helpful in the study of Natural History.* It is with some hesitation that this topic is broached, since all tuition of the young in this direction, has been neglected, or at least, regarded as uncalled for, if not useless, in our common schools. The importance of the matter, however, constrains to a few suggestions upon the point in question. These are thrown out as hints—with the more confidence and freedom, from the fact that some of the most judicious friends of education in Vermont, have looked upon the introduction of the study of Natural History into our schools with favor; and since a thorough acquaintance with this branch of knowledge, must be of immense benefit to the great mass of our citizens, and would perhaps contribute, more than anythig else, to the development of the internal resources of the state. It is, indeed, desirable that each have some knowledge of *rocks*, and, first of all, of those occurring in the neighborhood in which he lives. The term rocks, being usually understood to embrace not only formations of solid stone, but also those of earthy matter, and all the other materials which go to make up the crust of the earth; an acquaintance with them is of great importance, if we would have a proper estimate of that, on which we daily tread, and to which we sustain close relations in life. This must be evident, since such an acquaintance comprises in itself a knowledge of the nature and constituents of the soils which compose our hills and valleys, as well as of the minerals and metals found in the bowels of the earth, and usually imbeded in the masses forming our

uplands and mountains. And much of value connected with this department of knowledge, may be readily learned in childhood in every district, if the attention of the pupil be early directed to the subject, and a little time devoted by the teachers of the common school to a familiar elucidation of the points of most moment connected with studies of this kind.

Each one, also, needs some acquaintance with *plants*, and especially with such as are found in his own vicinity. In order to do this, it is not absolutely necessary for him to master all that pertains to botany, as a science. While such knowledge is in many respects requisite, in order to a full understanding of the subject in question, still, even without this insight, much important information respecting vegetable products may be acquired by every child; much useful information, in regard to the names, growth and structure of plants; much useful information indeed, which will be a source of continual pleasure and of great advantage, in the advancing years of life. A vast amount of valuable knowledge, desirable on its own account and in view of its applications, may be easily imparted by any competent instructor either with or without the use of a text-book. On any such subject, indeed, a book of reference is of great assistance, a class-manual, often an invaluable help, if not relied upon too much.

When, however, the teacher is master of his subject, instruction by word of mouth whether he adhere to a particular treaties or not, is more likely to awaken enthusiasm. But this may be attained by either course, and it is this which rivets the attention, and rouses the energies of thought. Whatever be the method, then, a great good is in the way to be secured, when the attention of the young is simply arrested, and their minds are so fixed upon the vast domain which lies before them in the vegetable world, as to lead to their careful observation of its manifold beauties and countless wonders.

Again, every one should have some knowledge of *ani-*

mals, and of those, in particular, with which he is wont daily to meet. It is well for the child, not only to know their names, but also to get an insight into their habits and organization. No one is hurt by having a clear discernment of the part, which the creatures around him are intended to play in the economy of existence. So the young, in learning what pertains to the forms of animated nature with which they have most to do, may also be led on with interest and by easy gradations to a thorough knowledge of some of the most important facts connected with the whole animal kingdom. And to all this familiarity with insects, with fishes and reptiles, with birds and quadrupeds, in their own town and country, and throughout the world, most children may be readily introduced, without a vast expenditure of time. Such researches, too, when once well begun, will be likely to be carried on during the remainder of their earthly existence. Only let the minds of the young be opportunely called to these objects, and they will become so engaged in investigations of this kind, as to prosecute them with life-long enthusiasm and advantage. In this way a spirit of enquiry may be awakened, which will not soon die. Connected with this, a vast amount of knowledge may be imparted to a whole school by any instructor, who will suitably prepare himself, and devote a little time daily to an exposition of such matters of interest in the animal kingdom, as are suited to the capabilities of the child.

This, however, suggests the desirableness of an acquaintance with *fossil remains*. All need some knowledge of the relics, which, having been preserved in the crust of the earth, have come down from a former generation, and tell us what minerals prevailed, what races of plants and animals inhabited the globe, before we came upon the stage of action. A searching after those objects of interest in Natural History, which may be found in every neighborhood, legitimately introduces us into this field of enquiry. It leads to an acquaintance, not only with min-

erals, plants and animals as they are now, but also with them as they were in the remote past, in other words, to that branch of scientific research, which is termed geology. In a certain sense, the surface of every region is made up of what existed, and performed important functions on the earth, previously to the present. As all have more or less to do with the soil and rocky masses, which are thus composed of the wreck of former continents, and contain the remains of living creatures which once flourished and in passing away prepared for the present state of things, each needs to gain such knowledge of them as his circumstances will allow, if he would rightly understand the earth as it now is. A judicious reference to points of this sort, on the part of the teacher, will lead the pupil to a familiarity which the various formations constituting the crust of the globe, with the mineral substances, as well as the vegetable and animal structures, which are formed in it, with the nature and constituents of the soil, from which all our food directly or indirectly springs, and thus to a knowledge of many things, with the uses of which it is of vast importance that all be acquainted.

Now, that which every school-room needs, in order to the realization of these important ends, is help towards the *formation of a cabinet of Natural History.* A few conveniences relating to this, will greatly facilitate the study of nature amongst the young. The successful prosecution of enquiries of this kind cannot usually be made without a collection, comprising more or less of those objects of interest, some of which are readily found in every neighborhood. Such, indeed, as make no collection of specimens illustrative of Natural History, are not likely, and seldom attempt to push their investigations very far. With a view to the advancement of enquiries of this kind, there is accordingly, a demand for several articles in the furnishing of our school-rooms, which do not ordinarily receive attention. These need be at first only of the

simplest construction—a few shelves, draws or cases, which being procured at trifling expense will serve as the safe repository of whatever objects of a natural, historical kind may be collected by the teacher and his pupils. If, at the start, a single set of shelves be specially devoted to such a purpose, If it be understood that those who have charge of our schools are expected to prepare themselves to give some instruction, orally or otherwise, in these great branches of knowledge, and if they be encouraged resolutely to be set about the work, a taste for Natural History will soon make its appearance in every neighborhood, and a new impulse be given to a depnrtment of enquiry, which tends, more than almost any other, to benefit the whole community, by leading to the discovery of the hidden wealth of our hills, the intelligent cultivation of the soil, the skilful application of honest industry, and thus to the profitable employment of the great natural resources of our State. J. B. P.

INTELLECT TO ORDER.

If teaching alone, the mere imparting of instruction, formed the burden of the teacher's labor, the profession might still entail unlimited responsibility and arduous toil, but these accompanied by their own compensating results, would, nevertheless, render it a sustaining and satisfying profession.

"If"? exclaims the boarding school graduate, just about to launch upon the "untried waste" of perils in an "assistant's" bark; who deems the hardships of the career to have been overcome in the struggle to "prepare for teaching." "Has a teacher not *enough* to do in giving instruction to classes, and in the preservation of the general order of the school? Is something more required of us?"

"More, aye, much more," we may answer. And chief among the duties tacitly embraced in the *role* of every teacher, is this imposing one, the manufacture of Intellect.

Every school-room may perhaps be illumined by the presence of one or two of those gifted ones who walk by their own mental light, and under the inspiration of that intellectual power, sweep on from principle to principle, gleaning in the pleasant valleys of general intelligence, delving in the deep recesses of hidden wisdom, or straining every nerve to win the lofty summits of immortal thought. But our *classes* are not composed of such pupils. In these, the *non-intellectual* form the majority; those commonplace boys and girls, who, the more closely they are studied, prove remarkable for nothing in particular; whose eyes have never sparkled with the visions of a richly-stored imagination, whose faces have not been lighted up by the play of thought or the inspiration of genius, but who, like unripe fruit, are neither one thing or the other, awaiting the operation of external influences and the development of internal forces to testify what they shall be.

And it is a noticeable fact that the expectations regarding this majority of our pupils are not a whit behind those entertained for the genius and the brilliant intellect. Few parents and friends are prepared to see one in whom they are interested fall behind any other in the same class. It is invariably held as the fault of the teacher, the result either of neglect, partiality or incompetency. And in all examinations of pupils, whether public or private, it is understood that there must be no failure from a common standard. A few may rise above that standard, but none must fall below it.

What, then shall we do with this dull, sheepish boy, whose sun-burnt hair falling over his eyes, shades a forehead in which the perceptive faculties are wholly undeveloped? What, with that restless girl whose physical activity, and pleasant ways render her an object of inter-

est and a leading spirit of mischief in the school, but whose powers of concentration, investigation and analysis are not sufficient to give her a position in any class?

This is the practical point reached by every teacher. And the only answer to these questions is, "We must set ourselves to making "bricks without straw," or we must first prepare our straw,—we must *manufacture* Intellect." If not intellect of the genuine sort, yet something that will act in its stead and pass with the world for sterling coin. Nor is this so irreverent a suggestion as some may be inclined to assume. For education not only develops the real capacities of the individual, but *imparts* qualities which will admit of being impressed into his service to accomplish what Nature failed to make sufficient provision for. Neither are we to infer that this appendix to the natural abilities is limited to the favored few. Our various circles in society, and all the important positions in life are filled by persons who lay some claim to superiority of ability and attainment. Every man is remarkable for something, and he assumes, especially, to be a *knowing* man. He possesses eminently the power to judge critically the administration of the government under which he enjoys distinguished privileges, to criticize the military career of our ablest generals, their conduct of campaigns, and their management and movement of large armies, and to give opinions upon books and authors indiscriminately, as well as to find frequent fault with the best ideas of educators, and the working of the most complete 'systems' in our schools. Now are we to suppose that all these men and women about us, editors, professors, teachers, lawyers, &c., were *all* the "shining lights" of the school room, in their juvenile days? Nay, somebody has furnished the society about us with intellects to order; and society and its interests demand of all practical instructors, not only the cultivation of the brilliant intellects that occasionally stray into the schoolroom, but wherever these are wanting, the manufacture of a good, substantial

article, that will endure "the wear and tear" of life, and suffice for all its duties and exigencies.

And such is the measure of success often achieved in this line, that the manufactured or educated intellect excels the more showy endowments of genius, in efficient, well-applied effort, and in maintaining a healthy balance of character.

This obligation of the teacher renders the process of "preparation for teaching" of which so many speak so lightly, a work of infinite effort outside the class-room and the library. Of the branches of study in which extraordinary professorships ought to be instituted for the purpose of *making teachers*, the most important are, self-knowledge, the study of human nature, the comprehension of the workings of the youthful nature, particularly those of mischievous youth, and sympathy with the inconsiderate and ignorant. We want a vast improvement in this respect in the fitting of teachers, the majority of those now filling the highest seats in the profession, having no just apprehension of the particular thing needed.

But even though there ought to be an upward movement in this respect, do parents realize what *kind* of work teachers are even now effecting for their families?

Do they ever see the naked truth that there was no mental power in their households, until the school absolutely made it and the teacher *forced* it upon individual pupils? If this were seen by our good friends, the lawyers, doctors, merchants, &c., who depend on us to breathe the spirit of life into the children that are to form the adornment of their homes and the solace, and perhaps support, of their own declining years, they would come forward to the support of every effort made to promote this work, whether it be a system of the State or the measure of a single teacher.

When parents feel that the teacher makes the respectability of the family; when society acknowledges what it owes to the profession pedagogic, by which all its orna-

ments have been polished; when the teacher is known, and knows himself, as the *maker of the Intellect* of the land, then will he fulfill his high ideal of what he must be and do, and the path in which he walks will be no longer hedged up by the fretful growth of narrow ideas and culpable neglect. DOT.

EDITORIAL DEPARTMENT.

OUR HOME GUARD.—The *Women* of Vermont are our Home Guard. Seventeen thousand of our men, young and middle aged men, the bone and sinew of the State, have gone to the War; have gone to fight for the rights and blessings of free government,—for the institutions bequeathed to us by our revolutionary fathers,—for our Schools and Churches from which flow the life blood of the nation.

The rebellion has drawn heavily upon our physical and intellectual strength; it has removed from many homes those who have been relied upon for counsel and support. Hence, the question arises, who shall supply their places and discharge their duties? We must rely upon the increased energy of those who remain at home. And in many departments, the *wives, mothers* and *sisters* of our brave soldiers must assume this responsibility and perform the work.

Our Educational interests must suffer much in consequence of the War. Not only must the burden of additional taxation be borne, but the loss of many pupils from our Academies and Colleges, and of many teachers from our common and higher schools. And what shall be done to meet the emergency? Can we safely relax our efforts? Can we neglect so great interests, at such a time as this, and not prove recreant to our State and Country? The educators in Vermont are enlisted in the same cause as the soldiers in the field. We too are fighting the battles

of our common country, for the perpetuity, yea, for the very existence of free institutions. It is no more important that we gain victories on the bloody battle-field, than that we sustain the interests of education in our own community. This is a conflict of light against darkness, and it will result either in that despotism which will crush out intelligence from the public mind, or in that freedom which will plant the common school upon every hill-top and in every valley over the surface of our whole country, and will sow broadcast, the seeds of knowledge and virtue, without which a free government cannot be sustained.

It is therefore the imperative duty of every friend of education in the State, to sustain by whatever effort and sacrifice necessary, the interests of our cause. Our educational meetings should not be less frequent nor less interesting than formerly; the appropriations to sustain our Public Schools should not be diminished one farthing; the Superintendents appointed and Teachers employed should be only those whose qualifications fit them for their positions; our School Journal should find its way into every town, district, and family in the State.

We cannot afford to relax our efforts or diminish our contributions at this crisis. They are more necessary now than ever before. If our Legislature should attempt the present session, as heretofore, to economise in this direction, all who sustain such a measure, will expose their ignorance and stupidity. We trust that Col. Thomas will do better service for his country at New Orleans, than he did at Montpelier, and we sincerely hope that his mantle will not fall upon his successor.

Our *Home Guard* have an important work to perform; and as already intimated, the *Women* of Vermont have now new responsibilities to sustain. There must necessarily be a large increase of Female Teachers in our public Schools.

We call upon these Teachers to prepare themselves for this new demand upon their service. If they are properly selected and enter upon their duties with becoming zeal, our schools will suffer nothing by the change. We believe in the utility of employing females to manage and teach even our *Winter* schools. They should be well qualified, liberally paid, provided with *one* home near the school-house, and encouraged by the co-operation of their em-

ployers. We shall then not only be able to sustain, but to *improve* our Schools during the war.

We believe in the ability of Woman to accomplish any good work. Hence, we appoint every Female school Teacher in the State, as an *Agent* for the Vermont School Journal. If they will accept the appointment, we shall need but little further aid to secure for the Journal the desirable circulation. Let each Teacher send us her own and one more name, with *one dollar*, for two Copies of the Journal for 1863. Any one who will send us $3, will be entitled to *seven* Copies for one year, and in the same proportion for any number. For $1,50, we will send three copies of Vol. V., and one copy of Vol. IV., or a copy of Gleanings from School Life Experience, (worth 38 cents.)

Ladies, will you aid us in this enterprise? We ask it not for ourselves, but for the cause. We are willing to spend all the time we can spare, in editing the Journal, *without compensation.* Will you not each obtain at least *one* new subscriber? If all should do even that small service, the Journal would be well sustained. We simply wish to place our *Home Guard* on duty.

☞ WE NEED TO KNOW by the first of Dec. next, positively, whether the Friends of Education in Vermont desire to have us continue the publication of the School Journal. They *say* they do, but the question is to be decided by the number of subscribers secured for Vol. V. We trust that all our old subscribers will renew their subscriptions. If any decline to do so, we request to be informed of the fact by the first of December. If not so informed, we shall continue to send the Journal to old subscribers.

"PAY UP!" "PAY UP!" for the Journal. Long ago we advanced the money you owe us, for printing. Send in the amount due, without delay.

READ THE ARTICLES of Rev. Mr. FERRIN and Prof. N. G. CLARK, in the present number of the Journal, on the "Study of Latin in Public Schools." You have here both sides of the question.

WHO CAN FAIL TO SEE IT?—The Penn. School Journal in commenting upon *our* Journal, says "The very low rate at which it is put, would seem to place it in the power of every Teacher in the State to be in possession."

Another exchange pays us a very handsome compliment, but says in connection, that our "Journal is devoted to the *Editorial* interests of the State." We must confess that *we* "dont see it."

TEACHERS' INSTITUTES.

Teachers' Institutes for the Counties of Franklin, Chittenden, Lamoille, Washington, Orleans, Caledonia and Essex, will be held as follows, for 1862:

At Fairfield, Nov. 4—5; Westford, 7—8; Stowe, 11—12; Calais, 14—15; Glover, 18—19; Waterford, 21—22; Guildhall, 25—26.

The Institutes will each continue in session during two days, with a Lecture on the evening preceding each and on the evening of the first day of each Institute.—The day sessions will begin at 9 o'clock A. M. All friends of Education are invited to attend, and as punctually as possible. Clergymen are respectfully invited to give notice from their Pulpits. Town Superintendents, as co-agents of the State, are earnestly requested to notify Teachers, and urge their attendance, and also to notify Clergymen. Teachers are reminded that time spent by them in attending the Institute of the County where they teach, is, by law, considered to be spent in the service of their schools, and so is not, in any sense, LOST. What character our Common Schools shall aim to impress upon the children of the State is a question of very apparent importance in these times so full of peril to our country.

J. S. ADAMS, Secretary.

THE ANNUAL MEETING

OF THE WASHINGTON COUNTY TEACHERS' ASS'N. will be held at Waterbury, Friday and Saturday, Nov. 14 and 15.

ORDER OF EXERCISES:—Friday Forenoon. Organization at 10 o'clock. Discussion,—The true importance of Primary Schools.

AFTERNOON.—Discussion,—Object Lessons,—Their Importance and Extent. Essay,—Miss Emily F. Willey, Waterbury. Lecture,—Mr. George F. Smith, Washington.

EVENING.—Discussion,—Spelling—Some of the Modes of Teaching it. Lecture,—Rev. O. S. Senter, Berlin.

SATURDAY FORENOON.—Election of Officers. Discussion, A School Journal—Its Necessity. The duties of a teacher to his Professiou.

AFTERNOON.—Discussion. Essay,—Miss Weltha R. Green, Waterbury. Lecture,—Rev. A. B. Dascomb, Waitsfield.

Superintendents of Schools are requested to extend this notice to the Teachers and friends of education in their respective towns.

In behalf of the Directors. J. S. SPAULDING.

SPRINGFIELD WESLEYAN SEMINARY AND FEMALE COLLEGIATE INSTITUTE.—Rev. M. C. Dean, Principal. Prof. E. Locke, has charge of Music Department. Military Department and Gymnasium in successful operation. Fall term quite full we learn. Winter term begins Nov. 7th.

BARRE ACADEMY had over one hundred pupils, Fall Term.—Winter Term begins Nov. 27.

ST. JOHNSBURY ACADEMY.—Successful for the times. Winter Term begins Nov. 26.

From *Peacham*, *Randolph*, *Chester* and *Woodstock* Academies, we have not heard. We know the Principals; they need no guardianship.

Rev. Mr. Worcester's Ladies' Seminary, we learn is entirely full. From Rev. Mr. Converse & Smith's schools, we have not heard of late; hope they prosper.

Glenwood Ladies' Seminary has 125 pupils, of whom 85 are Boarders. Winter session begins Jan. 2, 1863.

OUR BOOK TABLE.

GREENLEAF'S NEW ELEMENTARY ALGEBRA; 12 mo. 24 pp. This is not an abridgment of the Author's large Treatise, but an entirely new work. It is got up in the publisher's usual good style. The subject matter seems to be well arranged and adapted to the class of students for whom it was designed. The book leaves marks of its author's peculiar method and ability, and will doubtless prove acceptable to those who design to study only a limited treatise on this subject and those who believe in using two books.

THE CONTINENTAL MONTHLY: From the November number we learn that the Continental is now controlled by some of the most eminent men in the country. Among those who contribute to its pages, are Hon. F. P. Stanton, Chas. G. Leland, Edmund Kirke, Richard B. Kimball and Horace Greeley.

Address "Continental Monthly," New York.

HARPER'S NEW MONTHLY, completes its twenty-fifth volume with the present number. For $37,50 complete sets bound, may be purchased.

Harper's Monthly and Weekly, sent to any address for $4. Harper & Brothers, New York.

GODEY'S LADY'S BOOK: If the November number is a specimen of those which are to follow in 1863, all the ladies will be safe to send in their subscriptions to L. A. Godey, Esq., Philadelphia.

ATLANTIC MONTHLY.—The November number is on our table. Contents:—Wild Apples; Life in the Open Air; Louis Lebeau's Conversion; The Developement and Overthrow of the Russian Serf System; Mr. Axtell; At Syracuse; Methods of Study in Natural History; Blind Tom; Kindergarten—What is it? A Picture; Two and One; The New Atlantic Cable; The Cabalistic Words; Conversational Opinions of the Leaders of Secession; The Hour and Man; How to Choose a Rifle; The President's Proclamation.

ARTHUR'S HOME MAGAZINE, lays well grounded claims for an increased subscription list for the next year. The November number is a good advertisement. T. S. Arthur & Co., Philadelphia.

THE FIFTH SEMI-ANNUAL REPORT of the Superintendent of Boston Public Schools, contains not only much statistical information, but many important facts and suggestions as to the working of the Graded System of Schools in that city. We thank our honored classmate and friend, Mr. Philbrick, for a copy.

PETERSON'S MAGAZINE offers liberal prizes to Clubs for 1863. Address C. J. Peterson, 303 Chestnut street, Philadelphia.

A BOARDING SCHOOL FOR BOYS—FOR SALE.—For particulars enquire at this office.

THE
VERMONT SCHOOL JOURNAL.

Vol. IV. DECEMBER, 1862. No. XII.

"SEND ME A STRONG RECOMMEND."

The following interesting correspondence will explain itself. It will apply to this latitude as well as Ohio, from whose "Educational Monthly" it is taken. ED.

———, September 16th, 1861.

HON. ANSON SMYTH, *State School Commissioner:*

DEAR SIR: I have concluded not to remain in —— longer. On account of the high taxes caused by the war, our Board of Education has concluded to reduce the salaries of teachers, and to cut mine down to five hundred dollars. I cannot support my family on less than my old salary—six hundred. I must find another school as soon as possible, as I cannot afford to be idle. Can you speak a good word for me in some place where they want a principal of a High School, or any other similar position, where the salary would be at least seven hundred dollars? I do not like to trouble you, for I know you have your hands full; but if you know of any vacancy, please inform me of it. As I met you at two Institutes in this county, and as you once made a short visit at my school, you must know something of my qualifications. I have taught for five years, and, though I say it myself, I have always had good success. If you do not know of a place where you can get me in, please send me as strong a recommend as you think I am worthy of, as it will be of use to me in getting a school.

Respectfully, your obedient servant,

—— ——

OFFICE OF STATE SCHOOL COMMISSIONER,
COLUMBUS, OHIO, September 19, 1862.

—— ——, Esq:

Dear Sir: Yours of the 16th instant is before me.

During the six years in which I have held the office of Commissioner, many hundreds of letters have been received, requesting my assistance in securing positions in the schools of our State. In a good number of instances it has been in my power to render the help requested. But in a very large majority of cases it has been my unpleasant duty to reply to applicants, that I knew of no vacancies such as they would be pleased to fill. Whenever a desirable situation in our schools becomes vacant, it is at once applied for by teachers in the vicinity; and some one secures the place. A thousand teachers have sought schools through me, while not more than fifty schools have requested me to furnish them teachers.

But to be entirely honest and frank with you, sir, I am obliged to say that I could not aid in securing you a position, were it in my power; nor can I send you the "recommend" (recommendation) which you solicit. This may surprise you; and though it is not a pleasant task for me to perform, I will briefly state my reasons.

You mention that I "once made a short visit at my (your) school." I have a distinct remembrance of that visit; and though it did not exceed an hour, it made impressions which forbid that I should recommend you, as you desire. I was led to the following conclusions:

You are not a good Teacher. I do not doubt that you are as good as one-half of the teachers of Ohio, or of any other State. Indeed, I judge that you are the superior of many of our teachers. Still, I could not recommend you as qualified for so responsible a position as you seek. I trust that in our High and intermediate Schools there are not very many teachers whose qualifications are not superior to yours.

When I entered your school, you were hearing a recitation in the history of England; Pinnock's Goldsmith being the text-book. You made constant use of the book, seeming to be entirely dependent on it for ability to ask questions. You did not seem to understand the business you had in hand, and were ignorant of what your pupils were expected to know. A subsequent recitation in Geography was conducted in much the same way. You asked questions from the book, reading those found at the bottom of the page. In neither recitation did you make use of the excellent maps with which your room was furnished.

Now, my dear sir, you may reply that you have known other teachers do the same thing. So have I, thousands of them. But I have always looked upon the practice as a sure exponent of the ignorance or laziness of those teachers. I do most sincerely judge that conducting recitations in this manner, in Geography, History, and some (not all) other branches of study, is proof of unfitness for teaching. I have not time to state fully my reasons for this opinion, but they are so patent that a very little reflection will reveal to you their nature and propriety. What would you think of a general attempting to direct the movements of his army, in time of battle, by a constant reference to the volume of Tactics which should stand braced aslant on the pommel of his saddle?

I was not at all pleased with your government, or discipline. Your school was obstreperous, as the result of your own rough and vociferous manner. I never knew a noisy teacher who had a quiet and orderly school. You were all the while enunciating "general orders," which your boys, the legitimate little "sons of thunder," treated with uproarious indifference. Long experience had taught them that sin and suffering do not, in your school, sustain the relation of cause and effect. It is true that you did whip two boys while I was there, but you threatened the same punishment in twenty other cases, in which the infliction did not follow. A teacher who is profuse in commands and threatenings, will always and utterly fail of securing the respect and obedience of his pupils.

Think not that I disapproved of your whipping but two of the twenty whom you threatened with that penalty. Far from it. The whippings I thought two too many. I am not prepared to say that the rod should *never* be used in school; but I will say that the teacher who finds it necessary to use it daily, or even weekly, demonstrates his unfitness for school government. I would not say that no boy should, under any circumstances, be flogged in school. There may be rare and extreme cases in which the rod may work the cure which other means have failed to accomplish. But I have observed that the worst-governed schools are those in which the most whipping is done. Its frequent repetition tends to brutalize and deprave, rather than subdue and reform.

The wise, thoughtful and self-governed teacher will devise and adopt measures for securing obedience which are

a thousand times more effectual than all the rods and rawhides, clubs and cudgels, ever wielded since Cain killed Abel. One teacher governs by brute force; and his school is a model of disorder. Another rules by the force of his own superior wisdom, tact, self-control, and moral power; and his pupils every day learn to govern themselves.

But should the dire necessity of whipping arise, it is better that the execution should be had without much previous threatening. The pupil should be fully informed that intentional and persistent disobedience will receive its due punishment; but its *kind* and *manner* he should be left to learn from experience. If its form is not what he did not anticipate, it will be all the more effective. And besides, the teacher can thus act in individual cases according to the individualities of each. "I must do so because I said I would," is expressive of weakness, or wickedness, or both.

But what I most of all disliked in your school was the store of whips with which you had supplied it, in the expectation of having use for them. This practice is abominable! It is equivalent to a declared expectation that the pupils will deserve terrible punishment; that the teacher has no confidence in them. It is also an acknowledgment on the part of the teacher, that he has no ability for governing his school, except in the way of brute force.

The sheriff who, upon his election, should erect a gallows at the county seat, in the expectation that the people would deserve hanging, would be esteemed, by an insulted and indignant public, fit only for the death which he had provided for his neighbors.

I noticed other things in your school which I did not approve, but which I have no time at present to specify. I am, however, constrained to say, that should your boys become close imitators of all the habits and practices of their teacher, their society will not be much sought for by people who are at all particular in regard to tidiness or good manners. To mention but one thing in this direction: the floor in front of your seat was bespattered with saliva which bore sickening testimony to your use of a certain disgusting narcotic.

Now, sir, you may think me severe and unkind. But I am sure that I am not. I would most willingly do you any favor which would not be doing the public an injury.

Yours truly, ANSON SMYTH.

THE REGULAR COURSE OF STUDIES

In our public schools must not be extended. We must require more thorough instruction in the elementary branches. Teachers must be more thoroughly drilled and be made to feel the importance of spending more time and strength in drilling their pupils, in Reading, Writing and Arithmetic; in Geography, History and practical Grammar. No higher branches should be allowed in the common school that will divert the attention or consume the time which should be bestowed upon these.

But those of our pupils who can never enjoy the advantages of the Academy or Seminary, must remain very deficient on many subjects connected with a practical education, if these higher branches are excluded. The Chemistry, Philosophy and Physiology of common life, should constitute a part of every one's education. Should not all understand the properties of the air we breathe and the water we drink, with their relations to health and life? Should not all be acquainted with the nature of the soil we cultivate and the plants we rear, since from these we derive our sustenance? Should we not know the qualities of the bread we eat, the sweets we extract, the liquors we ferment, the narcotics we indulge in,—as health or sickness, life or death, depend upon our knowledge or ignorance of these facts and the principles upon which they rest? Is it not important also that all understand the functions of the lungs and heart; why we breathe and why we digest, and why life's red current flows its endless round of circulation? Should not every one be familiar with the laws of his own being and the laws of health? And how many of the common facts upon which depend our convenience and success in life, are the result of philosophical principles. And may our pupils leave the school and enter upon the trade or profession, entirely ignorant of these principles?

But Chemistry, Philosophy and Physiology, cannot be generally introduced in our Common Schools, with an additional text-book and course of daily recitation. There is no time nor place for them, without interfering with the still more important branches. What then can be done to overcome the difficulty?

I answer, much may be done by the introduction of a course of familiar lectures, or oral lessons, during each term of the school. Such a series of lectures occupying no more than fifteen minutes a day, would impart a vast amount of useful information on these subjects and result in many other positive advantages to the school.

Every experienced teacher has felt the need of some general exercise in school, to afford the pupils relaxation from study, and give variety. The familiar lecture is admirably adapted to this end. It may be introduced at the opening of the school, and be made so interesting as to cure the evil of tardiness. It may come at any time when the school, wearied by hard study or vexed by the tiresome monotony of every day life, has become disorderly and troublesome. Such an exercise at such a time, would not only detract nothing from the successful prosecution of other branches, but would infuse new life and vigor into the classes and impart new ability to learn other lessons.

The pupils should be required to take notes and remember all the facts brought out in such a lecture or oral lesson. This serves to fix the attention and aids in forming the important habit of following a public speaker in his discourse.

This course of lessons may embrace a vast variety of subjects and constitute a new department in the school, and yet, in no way, interfere with the work to be accomplished in the other departments. Yea, as we have seen, it adds new interest, infuses new life into the school, and thus aids in securing order and progress. It opens a

series by adding the c. d. to the first term for the second, to the second for the third, and so on.

From column number three we learn:—

1. That we can find any term, having given the number of it, the first term, and the c. d.; for any term contains the first term and the c. d. taken a number of times one less than the number of the term.

2. That having a term, the number of it, and the c. d. given, we may find the first term; for any term contains the first term and the c. d. taken a number of times one less than the number of the term; then take away the c. d. as many times less one as there are terms, and we have the first term.

3. That having the first term, last term, and number of terms (number of the last term) given, we may find the c. d.; for from the last term, take the first term and we have left the sum of the c. d's.; but these are one less than the number of the term; then divide this sum by the number of terms less one and we have the c. d.

4. That having the first term, last term, and c. d. given, we may find the number of terms; for from the last term take the first term and we have the sum of the c. d.'s; divide this sum by the c. d., and we have the number of terms less one.

5. That having the first term, last term, and number of terms given, we may find the sum of all the terms for comparing this column with column number 4, and with the diagram we see that the series is composed of a number of rows of units varying in regular order, in which we have to take one half the sum of the units in the extreme rows to find the average number of units in a row, which we multiply by the number of rows to find the whole number of units; or that the series corresponds with a board whose edges are straight but whose ends differ in width, to find the surface of which we multiply half the width of the two ends by the number of equal units it is in

length; then add the extreme terms and multiply half the sum by the number of terms.

We have here considered five things besides the formation of the series; other questions in reference to an arithmetical series may be referred to one of these five heads and need no discussion. We have considered only the ascending series, for whoever has mastered this, can handle the other at will. E. C.

THE GREATEST COMMON DIVISOR.

No subject in elementary mathematics is beset with more annoying difficulty than the method of finding the greatest common divisor of two or more numbers. It sometimes bothers good scholars a long time after they have put away such studies. The point of the difficulty is to apprehend clearly the conclusiveness of the reasoning which proves that the common divisor obtained, must be also the *greatest* common divisor. In discussing briefly the best method of explaining the subject, it is taken for granted that the pupils understand that a number is the greatest divisor, (or measure) of itself; that if one number divides another exactly, the first will divide any multiple of the second; that a divisior of two numbers is a divisor of their sum or their difference. It remains to show that the greatest common divisor of two numbers will divide the remainder, if one is not an exact divisor of the other. This can be best stated in algebraic form.

Let M & N be two quantities whose common divisor is sought, Q their quotient and R the remainder which may be zero, or any quantity less than N, the divisor.

Then we have the equation $M = N\,Q + R$. If $R = 0$, N will be the greatest common divisor of M. & N.

If $R > 0$ then $R = M - N\,Q$. Whatever divides N, divides N Q. Therefore a common divisor of M & N is a common divisor of M & N Q; also it will be a common divisor of $M - N\,Q$ or R. Therefore the greatest common divisor of M & N is the greatest common divisor of N & R. and vice versa. The same reasoning will hold if it is necessrry to repeat the process and we have $N \div R = Q + R$.

In applying this method in arithmetic, there is some obscurity,

but it can be managed thus:

Required the greatest common measure of 9 & 30. 30 consists of 3 nines, and 3, remainder. If 30 contains 9 exactly, 9 is the the answer, but if not, then the divisor of three 9's and 3 will be the same as the divisor of one 9 and 3, i. e. 3.

But by far the neatest and most elegant method for solving such problems is by means of factors. It must be thoroughly explained at the outset that no number will measure two others unless it is a factor in both or contains factors common to both. Then the greatest common divisor of two or more numbers is the *product of all the prime factors common to both or all.* Thus take the same example again.

$9=3\times3.$

$30=3\times5\times2.$

The factor common to both is 3, therefore 3 is the number sought.

Again—Required the greatest common measure of 84, 96, 144.

$84=2\times2\times3\times7.$

$96=2\times2\times3\times2\times2\times2.$

$144=2\times2\times3\times3\times2\times2.$

The factors common to all the numbers are 2, 2, 3. Therefore, $2\times2\times3=12=$the greatest common divisor.

Besides the superior elegance of this method it is very valuable in its effects. Pupils thus early become familiar with factoring. In higher arithmetic and algebra this is a great help to them. Perhaps we ought to have more concern for the future in choosing methods of explanation in the elementary processes. "Every little helps" is true in the formation of correct habits in figures. If boys learn to *factor* easily in finding the greatest common divisor and least common multiple, they will find the road through the formula in algebra somewhat easier than it would otherwise be.

T.

ORTHOGRAPHY.—Those teachers who introduce written exercises in orthography may like the following sentence for practice: "The best right of man is the right to write what is right about the marriage rite:"—a sentence more remarkable for the recurrence of similar sounds than for any sensible idea.

PRECISION.

The "COUNTRY PARSON" in his "Recreations," has a chapter on the "Art of putting things," in which many things are truly and happily said, but after all, in the long run, he puts things in the best way, and shows himself the master of the art, who puts them with the greatest precision—puts them just as they are.

Few things more clearly indicate a cultivated mind, than the power of precision in thought and statement; and few things have more to do with the matter of cultivation than the habit of precision. In every department of life, precision is essential to eminent success. If a man is to address us, whatever else he may lack, we wish him to speak clearly, to make his statements and draw his conclusions with exactness. To such a speaker we seldom tire of listening.

The mind delights in clear thoughts and exact statements, and it soon grows weary of any other. On the other hand, it is pleasant to speak when the thing to be said is distinctly in mind and we feel ourselves masters of the Art of its clear, and precise statement. Precise statement is the basis of all valuable discourse—of all genuine oratory. Lacking this, however beautiful the language, however fine the imagery, and however much it may excite the wonder of a gaping crowd, it can never satisfy the mind, or accomplish any high and worthy result. So whatever we have to do, be it on the field, or in the Cabinet, be it in the professions or the arts—in commerce or finance—in mechanics or husbandry, be it the work of the head or the hand, precision is the precursor of success.

The world is full of controversies, confusions and failures, and a very large share of them come directly from a want of precision in what is said and what is done. There is hardly a habit, not purely moral or religious, that

merits more careful cultivation than this of precision. In the whole matter of education, and at every step of it, it should be insisted upon and secured. Is a rule to be repeated, let it be repeated in the precise words of the author. Is a problem to be solved, let precision mark every step. Is an abstract to be given, let it be given in words that convey the precise meaning of the author. Is a sentence to be translated, let the rendering be with constant and precise reference to the laws and idioms of the language—such precise reference that a scholar would instantly detect the original from which it came.

Allow looseness, vagueness no where. Insist upon precision from first to last, and the habit thus formed will be better than gold. In order to this, the teacher himself must be a model of precision in word and act, in time and manner.

Your correspondent, M. H. B., has an article on *Promptness*, to every word of which I subscribe. But promptness, without precision, is a swift way to error and ruin. Promptness and precision combined, form a character, which, along with sound sense and a right heart, is at a premium, the world over—a character, to which, failures are unknown. Let *promptness* and *precision* be required of every scholar—promptness so far as possible, *precision* always. C. C. P.

"AUTUMN would fain be sunny," says a modern poet, and he adds that we

"some months hence
Will say, 'this autumn was a pleasant time,'
For some few sunny days; and overlook
Its bleak wind, hankering after pining leaves."

Artemus Ward, in speaking of the newspaper of his village, says that "the advertisements are well written, and the deaths and marriages are conducted with signal ability."

THE MANAGEMENT OF ACADEMIES.

NUMBER FOUR.

Ham.—Will you play upon this pipe?

Guil.—My lord, I cannot.

Ham.—I do beseech you.

Guil.—I *know* no touch of it, my lord.

Ham.—'Tis as easy as lying: govern these ventages with your fingers and thumb, give it breath with your mouth, and it will discourse most eloquent music. Look you, these are the stops.

Guil.—But these cannot I command to any utterance of harmony; I have not the skill.

Ham.—Why, look you now, how unworthy a thing you make of me? You would play upon me; you would seem to know my stops; you would pluck out the heart of my mystery; you would sound me from my lowest note to the top of my compass: and there is much music, excellent voice, in this little organ; yet cannot you make it speak. 'Sblood, do you think, I am easier to be played on than a pipe?

Hamlet, Prince of Demark, Act 3, *Scene* 2.

Such is the complication of human affairs, that to enable one thing to be done it is requisite to know many things. *Mill. Logic, Intr.*, 2.

I do not intend to prove that it is requisite to excellence in teaching, that the teacher know what he is about. The arguments to show this have been repeated too often to need rehearsal now. But it is proper to note, why the Academy, through faulty management, is one of the chief promoters of bad teaching in our common schools.

In the present condition of things, the teachers of the common schools in the rural districts throughout the country will know their business only as an art.

To understand the science of teaching requires more knowledge and a knowledge of higher things than one of a hundred of them can obtain. The practice of an art is

learned chiefly by imitation. Something may be learned by observation during practice; the suggestions found in books are valuable when they lead to more careful observation; otherwise they are worthless. Who do our common school teachers imitate? Their former teachers; usually the ablest, and these are the teachers they found in the Academy.

The Academy then is responsible more than any other agency for the character and success of our Common Schools.

Did you think of that my fossilized old trustee, did you think of that, when you gave the place he now disgraces to that young man, who, after spending four years at college, has nothing to show for it but soft hands and a goatee, a debt and a diploma, or if he has some other acquisition, most certainly told you that he proposed to teach only to obtain the means of studying a profession?

Herein lies the fault, that while many of the leading spirits of our land feel the strongest educational influences they are subject to in an Academy, and while nearly all our Common Schools are directly affected by the style of instruction there given, so little care is taken to secure suitable superintendence over and instruction in them.

I will not complain that weak and unfaithful men are sometimes found in them, for such are found in all the walks of life; but I do complain that these places of important trust are constantly committed not merely to men who have no special qualifications for their work, but to men who openly declare that it is not their purpose to attain to any such qualification, for what else is it for a man to say he intends to teach only for a year or two, till he can obtain the means to enter upon the study of a profession, than to say that he does not propose to become a master in the work he now engages in?

Skill in teaching may sometimes come by nature, but a full understanding of the business does never so come. To know the laws of mind and of mental developement, to know sciences and languages intimately enough to be enthusiastic in presenting them, to know in what aspect these are most readily and widely applicable to practical affairs, and in what aspects they are most conducive to genuine mental growth; these things do not come by nature, but are attained unto only by hard and long continued toil.

Now the man, who after considering what station he is best fitted for, and in what he can do most good, has chosen teaching for a profession; the man whose hopes for a comfortable support during active life and a sufficient store for his old age; the man whose hopes for a valuable reputation with the people, and honorable mention among his professional brethren, all depend upon the excellence he attains to in the business of teaching, is the man, who will apply himself to this labor, and become master of such science of instruction as there is, and a proficient in the exercise of the vocation of teacher. While the man, the immediate object of whose labor is money, and the remote object a profession, has no more fitness to start with than the other, and lacks the motives which spur most men to earnest effort. But the desire to obtain means to prepare for entry into some other employment is an incentive to excellence. True; but it prompts not to the best excellence. Immediate success and permanent success are usually gained on different grounds. The one is pretentious, hollow, the other modest, solid and sound to the core. He who only teaches to gain enough to help him to something else, cannot wait the slow coming of the truest success.

But if the teachers of our Common Schools can be but artists, why not let the teachers of our Academies be but artists also? The professors of our Colleges will understand the science of teaching if there be any such. Science begets art; art does not propagate. To acquire a genuine life, the teacher of the common school needs come in contact with a life that is self fed. The moon shines on us gloriously; but it is the sun that clothes the earth in beauty, and makes it glad with the voices of beasts and birds, of winds and waters. The teachers of our Academies should be all luminaries, men able in their profession, model teachers. How far this can be the case while mere youths only are employed, and that for but a short time in a place and at a starving compensation, consider, ye, whose business it is. WARD.

"Boy, why don't you go to school?"

"'Cause, sir, daddy is afeared that if I larns anything now, I shan't have anything to larn when I come to go to the 'cademy."

PUNISHMENT IN COMMON SCHOOLS.

The following incident which occurred under the observation of the writer, is worth numerous discussions of the "vexed question." We cut it from a Western paper. "A lad of some 15 years in school, was once requested by his teacher to do something which did not accord with his personal feelings at the time, and rising promptly to his feet with an unblushing face, and a daring which under other circumstances, would have made him a hero, replied with a loud oath that he would not do it. Where was ever a graver and more inexcusable offence given in the school room? Yet the teacher made no reply to him, but controlling himself by a strong effort, while the lad was yet on his feet looking him full in the face, and the school waiting quietly to be dismissed, he said quietly: "Scholars, we all respect C——; he's a noble-hearted boy, but just now, his passion is a traitor to his reason. He has said that which he will repent of in a short time, and as a special favor to me, I want each of you to promise that you will not mention his offense to any living person, and that you will forgive him his offense to you, as I forgive him his offense to me. He has injured himself most deeply, and his suffering will be keen enough if known only to himself. How many promise?"

Every hand went up, and with the motion he resumed his seat, laid his head upon his arms, crying and sobbing like a child. His father was sent for, and with tears almost of despair, he acknowledged his inability to control his son. Said he: 'I have done everything. I have whipped him beyond all conscience; I have knocked him down, kicked him, sworn at him, and shut him up alone for days, but when it is all over, he stands before me unconquered as though he were my master.' Here was a key to the boy's character. He carried the scars of a vet-

eran, and to expect him to quail before opposition, would be like expecting an iceberg to be shattered by an autumn frost. But his own daring, when turned fully back upon him, conquered him, and he became one of the kindest and gentlest boys that ever entered the school room.

I know such cases are not frequent, and that this should not be taken as a criterion by which to judge other teachers, but I also know that when an offense like this can be met and disposed of without compromising the dignity of the teachers, or the school, or putting the offender to the public indignity of the lash, *smaller* offenses can be more easily disposed of, and the offenders reclaimed without *violence.*"

PRACTICAL TEACHING.

NUMBER FOUR.

Probably there is no single branch of study in our common schools, in the teaching of which more errors are noticeable, than in that of Geography. I am glad that the subject is receiving more attention at our educational meetings, and that some improvement is already manifest in our schools. I am not one of those however, that can conscientiously censure our teachers as a class. With very few exceptions, they teach this branch as well as they know how, and inculcate, to the best of their ability, just the knowledge, and in just the same manner, to a very great extent, in which they received it from their teachers. The progress of our age justly demands a great improvement upon this method. We all understand how Geography has been taught, with but little change, for the last half century. It begins with a very general description of the Earth, noting some of its more important characteristics; then follows an outline of the greater divisions of its surface, and lastly, a very cursory glance at the main features of the United States. This embraces the whole, and most of our teachers feel in duty bound to teach the text book *verbatim et literatim.*

Now I consider very much of the time devoted to this, as uselessly spent; and one reason is the want of a proper text book. As yet, I have never seen a right book; I would not denounce

our present work *in toto*. I like many of its general features, especially the "First Step" and "Primary," but the dry and uninteresting detail of the other books tends to discourage and disgust, rather than interest and instruct, and in my humble opinion, they should never be forced upon the attention of scholars in our common schools. I am quite certain if our scholars were properly taught, even when they left the lower schools, they would have no occasion to learn the location of every insignificant town in the Union, or every hamlet in Asia or Africa. We commence at the *wrong end* of the science. At the first step, we attempt to expand the mind of the child, so that he can grasp the world in his imagination; then gradually diminish our scope and perhaps in time, reach the child's own state, county or town. Now this is contrary to reason and common sense.

It would seem more in accordance with the nature of the mind and the true meaning of the term educate, to adopt something like the following course. To first teach the child in the school room, to bound objects, to learn perfectly the cardinal directions, make him familiar with the scenes, the hill, the valley, the brook, or even the mountain and river of his own neighborhood, and teach him what they are, so that he may distinguish them in any other portion of the town or State. Then gradually expand his researches into adjoining districts until he has become fomiliar not only with the natural features of the land, but with the soil and products, and natural curiosities of any part of the town. Take now the general features of adjoining towns and by this time, he is qualified to study the History and Geography of his own State, which should be properly adapted to his wants as a beginner. Keep him here till he becomes thoroughly acquainted with his native State, then expand his ideas and teach him that his own State is not all the world—and carefully lead him to a study of other States and other countries, until by this natural process of unfolding, he has grasped the whole world. This it seems to me, is the only true, natural and successful method that we can adopt. To this end, all that we need at first, is a simple child's book of the Geography of Vermont, to be followed by a more particular Geography and History of the State for advanced pupils, and then a simple but comprehensive work adapted to our times, constructed upon the *expanding*, not the *contracting* principle. I have thus

imperfectly given my views upon the true method of teaching Geography. The subject is by no means exhausted, and should be constantly brought before the teachers of our State. May we not hear from others who are interested and capable of giving more minutely than I have, the merits of the method to which I have so hastily alluded—for it is only by this way of hearing and comparing different systems, that we can, as a class of teachers, expect to be greatly benefitted. D. M. C.

EXAMPLE OF THE GRINDSTONE.

MR. EDITOR: I send you another explanation of the grindstone example that was called for in a former number, and also explained. You can act your judgment about giving it a place in your columns?

See example 22d, page 394, Greenleaf's Higher Arithmetic.

All similar surfaces are to each other as the squares of their like dimensions:

Each of the arcs bounding the respective shares, must be considered as the circumference of a circle. Then the surface within each circumference is a circle, and circles are similar figures—therefore, the circle represented by the shaft, is to the whole circle, as the square of the semi-diameter of the shaft is to the square of the semi-diameter of the whole circle, or as 4 : 400. Now as 400 is the representative of the whole circle and 4 the representative of the shaft, 400—4=396 the representative of all their shares and 396÷4=99 the representative of each man's share. Then 400—99=301 the representative of what remains after A has ground off his share, & the square root of 301 is 17.349+, the semi-diameter, after A takes his share. Then 20—17.349+=2.651+, A's part of the semi-diameter. Now $400-\overline{99+99}$, the representatives of A and B, equals 202 and $\sqrt{202}=14.212+$ which substracted from 17.349+ gives 3.137+, B's share. Then $400-\overline{99+99+99}=103$ & $\sqrt{103}=10.148+$, & 14.212+ — 10.148+ = 4.064+, C's share; subtract the semi-diameter of the shaft which is 2 from 10.148+, and it leaves D's share, 8.148 +.

It will be observed that we reckon to the centre of shaft each time, to preserve the form of a circle. N. L. B.

EDITORIAL DEPARTMENT.

THE SIXTH ANNUAL REPORT OF THE VERMONT BOARD OF EDUCATION, with the Secretary's Report, is on our table. The Report of the Board is brief, but satisfactory. The Secretary's Report contains his "official doings," with a record of the Teachers' Institutes held, and remarks upon the same. Next comes "Remarks of Town Superintendents," and accompanying remarks by the Secretary, relative to parents, teachers, pupils, school houses et cetera. To all this is appended essays and remarks by distinguished gentlemen, upon the "Architecture of our school houses," "Studies pursued in our schools, and "Music in the schools." The whole makes a pamphlet of 144 pages, much of it in fine print. Like the previous reports of Mr. Adams, this is full of interesting and important matter. We should be glad to reprint largely from its pages, but at present can only allude to a few statistics here given as to the condition of our schools. During the past year there have been sustained 14,500 weeks of school under male teachers and 51,065 weeks under female teachers—817 weeks more than the previous year, notwithstanding the distracted condition of the country, drawing so largely upon the resources of our State.

The increase in the number of *female* over *male* teachers, is a fact worthy of notice. The proportional increase of female schools, the past over the previous year, is 8,717 weeks. A positive gain, whatever be the cause, if these teachers have been well selected. The amount of money paid both male and female teachers, the past compared with the previous year, was $8,952 *less*. This falling off in the wages of teachers is doubtless owing to the fact that females receive less than male teachers. And why should it be so, when they are as well qualified and perform an equal amount of labor. There is no justice in this demand for *unpaid* service. If the young man from the Academy or College, can earn $20 per month, the young woman from the Seminary who has equal qualifications and equal ability, should have the same. Why not? Her education has been as expensive and as thorough as his. Then let her efficiency and her rights be acknowledged. We are thankful that they have been acknowledged as

seen in the fact that "The wages of male teachers has diminished *more* than the wages of females," during the past year.

Number of pupils attending school between 4 and 18, as reported, is 3,707 more than the previous year; cases of tardiness, 857,452, [whose fault?]; number of dismissals, 109,144; scholars having no absences, 6,841; number of blackboards, 2,449—and no more, in "three thousand schools?" But even this is a decided improvement. We remember the time when one of our school agents objected to having a blackboard put up in the school room, because, he said, "it would take the attention of the scholars from their studies!" The number of pupils *whipped*, 7,401. Did no more of the 90,000 need *such* punishment?

On the whole, we have much reason for gratitude and encouragement, in view of the fact that our schools have not only held their own, but actually made decided progress, during a year of unprecedented public excitement and trial. Let us renew our efforts to urge on the noble cause, in our noble State.

THE LAST FOSSIL FOUND.—The following item from our Legislative report affords gratifying evidence that this *Genus* among our lawmakers, is soon to become extinct.

"MR. NELSON, [from Orleans Co. we presume,] moved to strike out the 109th section providing that the two days which a teacher may spend in attending teachers' institute shall be considered as time spent in the service of the district. After debate the amendment was disagreed to by 2 to 21."

He and his *fellow* would make our teachers stay away from the Institutes, or pay for their *two days* time! Generous souls! They ought to have a gold medal as a memorial of their fidelity to their constituents! They would *economise* in these "hard times!" But 21 Senators differ from these gentlemen, in opinion. and *vote them down*. The school law "still lives."

ORLEANS CO. TEACHERS' ASSOCIATION has recently held a spirited annual meeting. The lectures and discussions were of high order, and the resolutions passed glow with noble sentiments. A committee of 15 were appointed to canvass the county for subscriptions to the School Journal. We wish we could publish friend Camp's interesting report in full, but want of space forbids.

THE SCHOOL JOURNAL.—Shall its publication be continued? This question is for its friends to decide. If they desire to have

it live, let them send in the names of new subscribers. Send the *names* now, and the *cash* on the reception of the first number of Vol. V.

WHO ARE EXPECTED TO WRITE FOR THE JOURNAL?—Our contributors and *any others who are able and willing.* If we continue our labors, we invite *all* to assist us in the way proposed, reserving the right always, to reject such articles as *we* deem unsuitable for our columns.

"Some articles find their way into the Journal that ought not to be there." Very likely that some so judge. But let it be remembered that men differ in their tastes, and our critics would doubtless find the same difficulty were *they* in our chair. We do the best we can, under the circumstances, and shall be very happy to resign, when a more competent editor will assume our responsibility and pledge himself to carry this enterprise through.

BRIEF CORRESPONDENCE. NOV. 10, 1862.

MR. ORCUTT:

DEAR SIR: Since I left the school at T., have been studying medicine. As I do not care to study more than three hours a day, I take the liberty to inquire if you would not like to employ me in your school the coming year. If you are in want of a male teacher I think I can, with my experience, do *as well* as any other person. In case you would like to learn anything in regard to my abilities please address Judge S. and H. F., D. D. of T., Rev. S. A. of G., Rev. M. C. of B. They have all attended my examinations a number of times. If you should feel inclined to give me employment, I think we can make arrangements so that the salary shall be no obstacle.

Yours with respect, G. E. L.

GLENWOOD, Nov. 11, 1862.

DEAR SIR: Your application of yesterday is received. In reply allow me to say, I now employ four male and eight female teachers in my school. I need no more assistance at present, and when I do, I must always give preference to those who devote *all* their time and strength to the profession of teaching. I do not call in question your ability as a teacher, or fidelity in that employment.

No man can do as well who makes teaching a mere *stepping stone* to another, and (to him) more desirable profession.

Yours truly, &c. HIRAM ORCUTT.

FREE ENTERTAINMENT AT PUBLIC MEETINGS.—The following extract from the Springfield Republican, from its account of the late meeting of the "American Board," fully illustrates the working of proffered hospitality to *every body* who may choose to accept of reduced railroad fare, to attend public gatherings. It expresses one reason why the "American Institute of Instruction" will no longer solicit such hospitality of the city or village where their annual meetings are held: "As will always be the case where large numbers of people come together, with the inducements of free entertainment and reduced railroad fare, some of our visitors came to have a cheap "good time," with little or no interest in the objects which drew the thousands of Christians together. But we think there were fewer than usual of that sort of people. The newly married couple was here on its bridal trip, and they made a very pretty show on the streets, but we do not learn that they gave the light of their presence at any of the meetings. The gentleman who spoke in advance for entertainment where he and his delicate wife could have the use of a family carriage, we hope found all desirable means of comfort and recreation. The gentleman and lady with a two months infant, it is to be hoped, found the desired conveniences near the church; and the delicate youth who gave notice that a bathing room would be essential to his comfort, probably obtained at least plenty of soft water and crash. If there were others who interpreted hospitality to mean the opening of free hospitals, we trust they were properly taken care of, for there were so few of the sick and wounded, the lame and lazy, quartered upon us, that we could afford to do the handsome thing by them just for the fun of it. The week would have lacked its comic aspect without them."

PRACTICAL ARTICLES.—"Commend me to an old soger for shootin'," was the Shepherd's exclamation when a volume on Sporting, written by an Army officer, was put into his hands. An Army officer may not necessarily understand the "bagging of game," (we do *not* refer to the Federal Army on the Potomac as evidence of our position,) neither can every writer of readable articles write for a School Journal. The results of experience and the statement of the practical questions that arise daily to perplex an earnest teacher, are worth unspeakably more than many elaborate but untested theories.

We aim to make the Journal thoroughly *practical*, and thus eminently useful.

AN EXCHANGE SAYS: In the university of Vermont, some years ago, a student was asked to translate the following well known passage in Horace:—

"Equum memento arduis in rebus
Servare—"

which the ingenious lad rendered, without great violence to the words of the author, thus—"Remember to keep a pony for difficult passages!"

THE AMERICAN BIBLE SOCIETY, during the month of September, printed 175,000 volumes, (mostly testaments for the soldiers.) This was an average of 6,500 copies per day, and *eleven copies per minute* for working time.

The "*American Educational Bureau,*" is an energetic and reliable Agency for supplying Families and Schools with instructors, and teachers with situations, books and apparatus. Any Teacher, who shall send *one dollar* to Smith, Wilson & Co., No. 561 Broadway, N. Y., will secure the benefit of this Agency for four months, and a copy of the Vermont School Journal for one year.

VERMONT TEACHERS ASSOCIATOIN.—The next Annual Meeting will be holden at Rutland, the Second Thursday and Friday in Jan. 1863. Due notice will doubtless be given officially, with order of exercises.

TOO LATE.—That earnest appeal for the continuance of our School Journal, designed for publication in the Dec. No., did not reach us until its form was made up. We thank our correspondent for his good opinion and good wishes.

OUR BOOK TABLE.

Student and School Mate.—This is a capital monthly designed for the *Young Folks.* Each number contains a *speech*, a *dialogue*, and a *piece of music*, and is full of other interesting matter. It is equally adapted to boys and girls. Every family should have a copy of the *Student and School Mate* and *Youth's Companion.* Address *Galen, James & Co.*, 15 Cornhill, Boston' Mass.

Yonth's Companion.—The best weekly Juvenile paper in the land, as the thousands who have long taken it will testify. One dollar a year; six copies for $5. Address *Olmstead & Co.*, No. 22 School St., Boston.

WARREN'S GEOGRAPHIES.—The *Primary, Common School* and *Physical.* These are decidedly the best text books of the kind we have ever used. And we say this after having tested two of them thoroughly in the school room. It will be seen by the advertisement in this number of the Journal that they are extensively in use, in this and other countries.

"*Godey for December*" is a "*Christmas Number,*" and full of "*Embellishments.*" Renew your Subscriptions—Now is the time

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